

**A.I.D. EVALUATION SUMMARY - PART I**

1. BEFORE FILLING OUT THIS FORM, READ THE ATTACHED INSTRUCTIONS.  
2. USE LETTER QUALITY TYPE, NOT "DOT MATRIX" TYPE.

**IDENTIFICATION DATA**

<b>A. Reporting A.I.D. Unit:</b> USAID/DR/GDO	<b>B. Was Evaluation Scheduled in Current FY annual Evaluation Plan?</b> Yes [ ] Slipped [X] Ad Hoc [ ] Evaluation Plan Submission date: FY 94 Q 2	<b>C. Evaluation Timing</b> Interim [ ] Final [X] Ex Post [ ] Other [ ]
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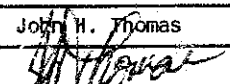
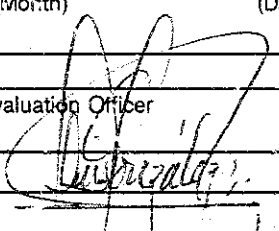
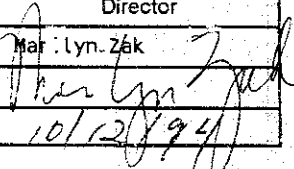
**D. Activity or Activities Evaluated** (list the following for project(s) or program(s) evaluated; if not applicable, list title and date of the evaluation report.)

Project No.	Project /Program Title	First PROAG or Equivalent (FY)	Most Recent PACD (Mo/Yr)	Planned LOP Cost (000)	Amount Obligated to Date (000)
517-0216	Development Training	86	8/95	15,000,000	15,000,000

**ACTIONS**

<b>E. Action Decisions Approved By Mission or AID/W Office Director</b>  Action(s) Required  Incorporate Recommendations into the design of the follow-on Development Training II Project	<b>Name of Officer Responsible for Action</b>  John H. Thomas	<b>Date Action to be Completed</b>  3/31/93
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**APPROVALS**

<b>F. Date Of Mission Or AID/W Office Review Of Evaluation:</b> (Month) (Day) (Year)				
<b>G. Approvals of Evaluation Summary And Action Decisions.</b>				
<b>Name (Typed)</b>	<b>Project/Program Officer</b>	<b>Representative of Borrower/Grantee</b>	<b>Evaluation Officer</b>	<b>Mission or AID/W Office Director</b>
	John H. Thomas	n.a.	Luis González	Mar. Lyn. Zek
<b>Signature</b>				
<b>Date</b>	8/3/94		8/15/94	10/12/94

# ABSTRACT

H. Evaluation Abstract (Do not exceed the space provided)

- The Development Training Project was approved in FY 1986 with purpose "to train private sector professional, technical and managerial personnel to meet the manpower needs of an export-oriented economy. In FY 1988 it was amended to improve the efficiency and productivity of the private and public institutions supportive of USAID's strategy by providing training to Dominicans already employed.
- It provides long-term, short-term and in country training.
- The project was originally designed to increase private sector productivity, especially that related to production and export of non-traditional products. The National Council of Businessmen (CNHE) received a grant to implement the project. The project was broadened by an amendment in 1988 to include greater participation of public sector and non-Governmental Organizations (NGO). The Foundation APEC (FUNDAPEC) was identified as an implementing agency for training inputs to these sectors.
- Evaluation survey data indicate that training has resulted in important positive impacts on employment opportunities of individual participants, on their employer institutions, and on overall project objectives. This is the major finding of the field survey and interviews with expert informants.

## COSTS

### I. Evaluation Costs

1. Evaluation Team		Contract Number OR TDY Person Days	Contract Cost OR TDY Cost (U.S. \$)	Source of Funds
Name	Affiliation			
Dr. David O. Hansen	The Ohio State University	LAC-0032-C- 9036-00 (TS056)	\$38,900	Proj.funded

### 2. Mission/Office Professional Staff

Person-Days (Estimate) 8

### 3. Borrower/Grantee Professional

Staff Person-Days (Estimate) 6

# A.I.D. EVALUATION SUMMARY - PART II

## SUMMARY

J. Summary of Evaluation Findings, Conclusions and Recommendations (Try not to exceed the three (3) pages provided)

Address the following items:

- Purpose of evaluation and methodology used ✓
- Purpose of activity(ies) evaluated ✓
- Findings and conclusions (relate to questions) ✓
- Principal recommendations ✓
- Lessons learned

Mission or Office:  
USAID/DR

Date This Summary Prepared:  
12/12/93

Title And Date Of Full Evaluation Report:  
Impact Assessment of the Development  
Training Project, June 1993

The purpose of this evaluation is to assess the impacts of the Development Training Project (517-0216) and to prepare for the design of a follow-on project.

### Project Evolution and Design

The project was originally designed to increase private sector productivity, especially that related to production and export of non-traditional products. The National Council of Businessmen (CNHE) was contracted to implement the project. The project was broadened by an amendment in 1988 to include greater participation of public sector and Non-Governmental Organizations (NGO). The Foundation APEC (FUNDAPEC) was identified as an implementing agency for training inputs to these sectors.

The project has had major positive impacts on the individuals, firms and other private sector institutions. This has occurred despite the fact that not all project assumptions about goals, purposes and outputs have proven to be totally reliable. It appears that assumptions about Enterprise Training Plans (ETP) are less valid for the Dominican Republic than for other countries. Although this has reduced their utility for sponsoring firms and institutions, it has not measurably diminished important positive impacts of training on individual participants and the sectors which they represent.

### Organizational Approach

Initially, the individual firm was identified as the focus of training activity. It was later expanded to include NGOs and public sector institutions. The basic design tool used is the ETP. Substantial resources were devoted to strengthening ETPs. However, despite some exceptions, the ETPs have not proven to be as effective and efficient as planning tools as originally intended. There are several apparent reasons for this. First, many sponsor institutions considered completion of an ETP to be an application requirement rather than preparation of a future reference document. Many firms received little or not technical assistance and failed to prepare proper ETPs. Second, ETPs tend to define individual needs rather than organizational needs. Finally, information contained in many ETPs has not been extensively used in preparing training programs and in using skills acquired through training.

Several assumptions of ETPs have proven to be questionable. Many failed to identify major firm level constraints; others failed to propose training which addressed identified constraints; in some cases

training provided did not respond to identified needs; and in other cases, and participants failed to return to their sponsoring institutions. These assumptions have become more viable as the program has evolved, due in large measure to improvements in the quality of ETPs.

An analysis of the relationship between quality of ETP and training impact on individual participants, their employers and project objectives indicates that this relationship is not strong. Several explanations for this unexpected outcome are discussed, including the lack of validity of assumptions underlying the methodology.

### Design Factors Related to Impacts

Relationships between several strategic design factors and training impacts were assessed using data collected in a field survey of returned participants and their employers. Results are summarized in the following table.

Summary of Impacts  
Relative Training Impacts on Project Objectives by Implementing Agency

Training Characteristics	Impacts On				
	Employer Institution		Participants		Project Targets
	CNHE*	FUNDAPEC*	CNHE*	FUNDAPEC*	CNHE*
Employment Sector	PRI	---	---	---	PUB
Specificity of Training	GEN	GEN	GEN	GEN	GEN
Nature of Training	MA	MA	MA	MA	MA
Type of Training	DEG	DEG	DEG	DEG	DEG
Size of Employer	---	---	---	---	---
Location of Training	OC	OC	OC	OC	OC

\* - Denotes Participant Subsample as defined by management of training

Employment Sector: Public (PUB) vs. Private (PRI)  
 Specificity of Training: General Survey (GEN) vs. Technical (TEC)  
 Nature of Training: Management/Admin (MA) vs. Tech/Production (TP)  
 Type of Training: Degree (DEG) vs. Non-Degree (NDEG)  
 Size of Employer: Large (LAR) vs. Small (SM)  
 Location of Training: In-Country (IC) vs. Out-of-Country (OC)

Few differences in training impact on individual participants administered by either CNHE or FUNDAPEC were evident by sector of employment. As expected, training of CNHE participants had an important positive impact on private sector employers. However, the expected similar relationship between FUNDAPEC programs and impact on public sector institutions was not found. Training provided to public sector participants had a greater impact on project objectives (exports, product diversification and earnings) than did that provided to private sector participants.

**Major Recommendations**

- (1) Future training programs should implement the focus and concentrate strategy evident in defining mission priorities. Training should focus on a limited number of sectors, and a limited number of institutions within each. However, not all resources should be concentrated. Some should also be distributed to other key sectors and institutions.
- (2) Future graduate degree programs should focus on industries or sectors rather than institutions. Analyses presented in this study indicate that Enterprise Training Programs are probably not the most appropriate planning tool for future programs.
- (3) A firm or institutional approach should be maintained for short-term, non-degree training. Special attention should be given to strengthening training needs assessments, participant identification and selection, training program design and delivery, and program evaluation, particularly as they related to short-term training.
- (4) Several sources of information should be considered and probably used to identify training priorities. They include expert panels, existing sector assessments and surveys of institutional training needs.
- (5) Only one organization should be contracted to implement future training programs. It should incorporate individuals and units which can attend to both public and private sector institutions. Special consideration should be given to institutions which participate in the current program in order to build on acquired knowledge bases. The organization should be able to handle diverse types of training and it should be able to attend to USAID reporting requirements.
- (5) Greater attention should be given to project activities which imply follow up on previous training.

**LESSONS LEARNED:**

Training should focus on sectors rather than on individual firms and institutions. This approach will maximize the impact and results.

Training programs should be specifically designed and participants selected to meet the constraints identified.

AD- A63- 559, -A



LATIN AMERICA AND THE CARIBBEAN

EDUCATION AND HUMAN RESOURCES  
TECHNICAL SERVICES PROJECT

**IMPACT ASSESSMENT  
DEVELOPMENT TRAINING PROJECT**

**IMPACT ASSESSMENT**  
**DEVELOPMENT TRAINING PROJECT**

**USAID/Santo Domingo**  
**Human Resources Division**

Prepared by:  
Dr. David O. Hansen

June, 1993

This report was prepared under Contract No. LAC-0032-C-9036-00 (TSO 56) between USAID/Dominican Republic and the Academy for Educational Development.



## ACKNOWLEDGEMENTS

This study would not have been possible without proactive, participatory inputs of numerous persons. All provided objective information about past program activities and accomplishments. I am especially grateful to the USAID Mission staff who provided me with the necessary Mission orientation to training efforts and the logistical backstopping which made my sojourn both pleasant and rewarding. Among these staff, I want especially to recognize the contributions of Paul Struharik and Jack Thomas who provided the essential program overview. My understanding of details of program operation was greatly facilitated by inputs by Amelia Ramirez and Altagracia Lachapelle. Bill Binford provided me with essential information on project management and project history. I also owe a special debt of gratitude to the staff of the program implementing offices at the National Council of Businessmen and the Foundation APEC. Drs. Francisco Castillo, CNHE President, and Roberto Liz, Director of FUNDAPEC, provided important conceptual overviews, including administrative philosophies, which orient the participation of their organizations in the General Development Training Project. Carmen Salce and Rafael Alba, the respective program managers, gave freely of their time and knowledge of the program. To the above and to others can be attributed many of the ideas and suggestions contained in the body of this report. Finally, I am indebted to the Center for Rural Development Administration, Superior Institute of Agriculture, for the survey of program participants and their supervisors which forms the basis for much of the analysis contained herein. In particular, I want to express my appreciation to Jesus de los Santos and Hector Li for their leadership in the conduct of this survey.

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## EXECUTIVE SUMMARY

This report focuses on future training programs. It does so by assessing training impacts of the USAID/Dominican Republic's Development Training Project (517-0216) and evaluating the effects of key factors on training impact. The analysis sheds light on project strategy and design, and how they can be improved in future projects. The report begins with an overview of the project and changes which it has experienced over time. This is followed by a discussion of the organizational approach used, including the effectiveness of Enterprise Training Plans. Results of a survey of past participants and their supervisors is then provided. These data assess the relative impact of different factors on goals of participants, employer institutions and the project. The final section includes recommendations for future training programs flowing from this analysis.

### Project Evolution and Design

The project was originally designed to increase private sector productivity, especially that related to production and export of non-traditional products. The National Council of Businessmen (CNHE) was contracted to implement the project. The project was broadened by an amendment in 1988 to include greater participation of public sector and Non-Governmental Organizations (NGO). The Foundation APEC (FUNDAPEC) was identified as an implementing agency for training inputs to these sectors.

The project has had major positive impacts on the individuals, firms and other private sector institutions. This has occurred despite the fact that not all project assumptions about goals, purposes and outputs have proven to be totally reliable. It appears that assumptions about Enterprise Training Plans (ETP) are less valid for the Dominican Republic than for other countries. Although this has reduced their utility for sponsoring firms and institutions, it has not measurably diminished important positive impacts of training on individual participants and the sectors which they represent.

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Several assumptions of ETPs have proven to be questionable. Many failed to identify major firm level constraints; others failed to propose training which addressed identified constraints; in some cases training provided did not respond to identified needs; and in other cases, and participants failed to return to

their sponsoring institutions. These assumptions have become more viable as the program has evolved, due in large measure to improvements in the quality of ETPs. An analysis of the relationship between quality of ETP and training impact on individual participants, their employers and project objectives indicates that this relationship is not strong. Several explanations for this unexpected outcome are discussed, including the lack of validity of assumptions underlying the methodology.

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Few differences in training impact on individual participants administered by either CNHE or FUNDAPEC were evident by sector of employment. As expected, training of CNHE participants had an important positive impact on private sector employers. However, the expected similar relationship between FUNDAPEC programs and impact on public sector institutions was not found. Training provided to public sector participants had a greater impact on project objectives (exports, product diversification and earnings) than did that provided to private sector

participants. Overall, general survey training impacted more on individual participants, their sponsoring institutions and on project objectives, than did technical production training, for both the CNHE and FUNDAPEC programs. This training was largely in management and administration which may explain why it had a greater impact than did product focused training. Similarly, degree training had more impact than did specialized non-degree training. Size of sponsoring institution was unrelated to impact differences. On the other hand, out-of-country training had a much greater impact than in-country training on the careers of participants, on their sponsoring institutions and on project objectives.

Whereas compelling reasons exist to give greater emphasis to technical, in-country short courses, these results suggest that managerial, out-of-country, long-term training has greater impacts on participants and their sponsors.

Despite the apparent lack of a relationship between ETP quality and training impact, survey data indicate that training has resulted in important positive impacts on employment opportunities of individual participants, on their employer institutions, and on overall project objectives. This is the major finding of the field survey and interviews with expert informants.

### **Implementing Organizations**

The CNHE office has given greatest emphasis to training in administration, management and marketing. Its training programs have focused on export activities, including financing, market surveys, and product diversification in addition to quality control. Most ETPs prepared by sponsoring firms were questionable quality. However, both returned participants and their supervisors indicated that training which they received has been useful to sponsoring firms. Among major factors which limited usefulness were lack of relevance of course content to job activities -- particularly for short course participants, limited availability of resources to introduce changes, and rigidity of decision making structures of employer organizations. Major changes introduced as a consequence of training have been in marketing, management and technical production. Major marketing improvements have been in strategy and operations. Major management improvements have been in administrative controls and decision-making procedures. Major technical improvements have been in product quality control. They have favorably impacted on export marketing, product diversification and earnings.

The FUNDAPEC office has given greater emphasis to training in education, much of which has been oriented to the agricultural sector. It has tended to concentrate training in several institutions -- in particular the Central Bank and the Superior Institute of Agriculture. Training plans prepared by public sector institutions were of uneven quality. Most were either well done or poorly done. As true for private sector training, most returned participants and their supervisors indicated that training was of considerable utility to sponsoring institutions. Lack of resources to promote change and lack of relevance of course content to jobs activities were also cited as factors which most limited application of training to employer institutions. Most changes made in employer institutions as a consequence of training were in management practices and supporting technical activities.

## Major Recommendations

- (1) Future training programs should implement the focus and concentrate strategy evident in defining mission priorities. Training should focus on a limited number of sectors, and a limited number of institutions within each. However, not all resources should be concentrated. Some should also be distributed to other key sectors and institutions.
- (2) Future graduate degree programs should focus on industries or sectors rather than institutions. Analyses presented in this study indicate that Enterprise Training Programs are probably not the most appropriate planning tool for future programs.
- (3) A firm or institutional approach should be maintained for short-term, non-degree training. Special attention should be given to strengthening training needs assessments, participant identification and selection, training program design and delivery, and program evaluation, particularly as they related to short-term training.
- (4) Several sources of information should be considered and probably used to identify training priorities. They include expert panels, existing sector assessments and surveys of institutional training needs.
- (5) Only one organization should be contracted to implement future training programs. It should incorporate individuals and units which can attend to both public and private sector institutions. Special consideration should be given to institutions which participate in the current program in order to build on acquired knowledge bases. The organization should be able to handle diverse types of training and it should be able to attend to USAID reporting requirements.
- (5) Greater attention should be given to project activities which imply follow up on previous training.

## INTRODUCTION

This report is a strategic impact evaluation of the USAID/Dominican Republic's Development Training Project (517-0216) [DETRA]. It is intended to provide insights about project strategy and design in the context of project objectives. Thus, it is more than an exercise in accountability. Its primary intention is to identify factors which may result in more discernable impact. While grounded in past activities, it is forward looking, and is primarily structured to contribute to future training strategies and the design of corresponding projects.

The evaluation assesses the effectiveness of project strategy, design and implementation in achieving projects objectives as initially outlined in the Project Paper. These objectives are: (1) to increase private sector-led export growth, (2) to improve firm productivity; and (3) to increase agricultural diversification. The assessment is conducted from two different approaches, namely, achievement by trainees of their specific objectives for using the training in their employer organizations; and changes in their employer institutions that contribute to project goals.

Amendment #4 to the Project Paper indicates that the number of evaluations of the project will be increased from two to three. It specifies that the second evaluation will focus more heavily on the new training activities identified in this Amendment. The original Project Paper indicated that the second evaluation should measure progress towards achieving project goals and objectives, and should revalidate the project design. The analysis found in this report follows this general strategy. However, it also accounts for changes which have occurred in the USAID Mission's strategic plan, and additional changes which will probably occur during the coming two years.

The report is organized logically. Recommendations for future training activities flow from previous discussion. (a) It begins with an overview of the project, changes which have accompanied its evolution and assumptions. (b) This is followed by a detailed discussion of the organizational approach to training embodied in DETRA and the validity of Enterprise Training Plans which are a key to this approach. (c) Results of a survey of returned respondents and their supervisors are then presented. The survey was designed to address the impact which the project has had on individual participants and their employers and to identify factors which determine levels of impact. (d) The final section includes recommendations for future training activities which are based on these analyses.

## PROJECT BACKGROUND

### 1. Economic Setting

A basic assumption underlying the design of DETRA is that it would promote increased export activity by Dominican firms. In doing so it needed to address problems which limited the ability of Dominican firms to export. Many of them derived from import substitution policies pursued by the Dominican government during the previous two decades. The wisdom and efficacy of these policies were put into question by the oil crisis and enlarged foreign debt burden. Along



with structural adjustments proposed by the IMF and other international lenders, they contributed to a rethinking of these policies.

It was recognized that many of the existing industrial enterprises with a potential to move to an export market were operating at only a fraction of their capacity. They were inefficient and their quality standards were often unacceptable for international markets. To enable them to diversify and compete in the international market required that they obtain new technical expertise and skills, new modes of production, distribution and marketing, improved administrative and management skills, and greater knowledge of international trade. DETRA was designed to provide them with these abilities.

Major shortfalls in manpower were identified at the managerial and technical levels. Managerial shortfalls were particularly acute in business administration, production management and banking. Banking shortfalls were greatest in international trade and export finance, including contract negotiation, trade practices, export documentation and international transport. The agro-industrial sector was defined as a major export sector, particularly in nontraditional crops. Critical manpower shortfalls in it were identified, including mid-level management, professional specialists in agribusiness administration, agricultural production, agronomy, food technology, and product design. Technical manpower shortfalls were identified for industrial mechanics, industrial electronics, food processing, graphic arts and industrial design.

## 2. Project Evolution

Initially, all project activities were channeled through the National Council of Businessmen (CNHE) and were directed to export promotion. In 1988, DETRA was expanded to include training needs of firms and other private sector participants not involved in exports, as well as public sector institutions and NGOs which support private sector-led export activities and promote improved health and social services. FUNDAPEC was identified as the institution to handle training for the public sector and for the non-profit private sector.

This amendment expanded the universe of institutions eligible to receive training, and the scope of training activities. It was a response to evolving circumstances surrounding the project and USAID Mission priorities. The number of fellowships for long-term degree and short-term non-degree training in the U.S. and other countries was increased. The amendment also required that a large number of in-country training programs be designed and conducted.

However, at the same time, it preserved a major feature of the project design, namely the focus on planning in the context of organizational training needs. Each participant institution was expected to complete an Enterprise [Institutional] Training Plan (ETP) which was based on an analysis of major organizational constraints and a review of corresponding training needs. The ETP made the employer firm or institution the focus of the training program. A mid-term evaluation in 1990 concluded that ETP's were difficult for most firms to complete adequately. It also concluded that most firms considered them to be an application requirement for training rather than a planning tool. Thus, the use to which they would be put, both in employing returned trainees and in identification of future training needs was questioned.

Two salient points relate to the above discussion. First, DETRA should be evaluated in the context of constantly evolving circumstances, including changes in the Dominican economy and in USAID Mission strategy. Reviews of project implementation and impact should take into account attempts to adapt the project to these changing circumstances. Second, recommendations emerging from the analysis will probably apply to training requirements which differ substantially from those found in the original Project Paper.

### **3. Project Implementation Details**

The National Council of Businessmen (CNHE) was selected as the implementing agency for the project, and a grant agreement was signed by USAID and CNHE in August, 1986. Shortly thereafter, CNHE began to select candidates for training and to arrange English language training for them.

Eleven months after the grant agreement was signed, Development Associates was awarded a four year contract to provide CNHE with technical assistance to undertake the project. During the initial year, the USAID Mission worked directly with CNHE to identify, prepare and place candidates for training. Placement was facilitated through the AID Office of International Training and one of its subcontractors, Partners for International Education and Training (PIET). It placed and monitored participants in the U.S. CNHE works closely with Development Associates to recruit, place and coordinate remaining trainees.

DETRA was substantially modified in August, 1988 through a Project Supplement which added another eight million dollars to the project and extended its closing date to August, 1994. This amendment added another \$3.8 million to the CNHE contract and gave a \$4.2 million grant to the Educational Credit Foundation APEC (FUNDAPEC) to undertake similar training activities for public sector institutions and private voluntary and other non-governmental organizations which carry out activities that are supportive of the USAID strategy.

Under the Project Supplement, FUNDAPEC was also assigned the responsibility to select and place candidates for graduate degree training at the M.S. level and for short-term non-degree training in the U.S. or third countries. Both CNHE and FUNDAPEC were also assigned responsibility for contracting for short-term, in-country training programs. CNHE was granted \$975 thousand to conduct 54 of them; and FUNDAPEC as granted \$450 to conduct 32 of them. Development Associates was awarded another four year contract in January, 1990 to continue to provide technical assistance to the implementing agencies.

### **4. End of Project Status (EOPS) Indicators**

End of Project Status is best reflected by training targets established for the Project. The original Project Paper for the USAID/Dominican Republic Project 517-0216, Development Training identified three types of training activities. These were: (a) M.S. level training in the U.S. for private sector employees; (b) PhD and M.S. training for university faculty members who are affiliated with programs that address private sector manpower needs; and short-term training in the U.S. for private sector employees. Targets were increased in the Project Paper prepared for Amendment #4 to 90 persons trained at the M.S. degree level, 400 persons trained through short-term, out-of-country courses, and approximately

2,000 persons trained through in-country seminars. Agreements with the implementing agencies -- CNHE and FUNDAPEC -- contained specific training targets which are reflected in Table 1.

Table 1  
Training Targets for the Program

<u>Type of Training</u>	<u>Proposed</u>	<u>Completed</u>	<u>Programmed</u>
<b>CNHE</b>			
Ph.D.	8	8	--
M.S.	91	97	--
Short-Term (O.C.)	263	132	131
Short-Term (I.C.)	1,390	309	1,081
Subtotal.....	1,752	546	1,212
<b>FUNDAPEC</b>			
Ph.D.	--	--	--
M.S.	44	42	1
Short-Term (O.C.)	175	159	16
Short-Term (I.C.)	1,260	1,079	181
Subtotal.....	1,479	1,305	174
<b>TOTAL:</b>			
Ph.D.	8	8	--
M.S.	135	139	1
Short-Term (O.C.)	438	291	147
Short-Term (I.C.)	2,650	1,389	1,261
TOTAL.....	3,231	1,812	1,419

The table indicates that CNHE has actually sent more candidates for M.S. training (97) than were actually programmed (91). CNHE has sent one-half of those originally programmed for short-term, out-of-country training (132) and has provided training to about one-sixth of those originally programmed for short-term, in-country training (231).

FUNDAPEC received a grant in 1988 to identify and oversee the training of public sector and NGO candidates. Thus, it has less participation time in the program. The data suggest that FUNDAPEC has concentrated more on identifying and supporting individuals for short-term. They have already sent 159 of the 175 participants originally targeted for out-of-country, short-term training, and 1,158 of the 1,260 originally targeted for in-country training. They are close to meeting their targets for short-term training. As of June, 1992, they still had to send 17 of the 44 candidates originally targeted for long-term training.

It can be concluded that training targets will in all likelihood be met prior to the end of the project. Short-term training is relatively easier to organize and undertake, particularly that which will be provided in the Dominican Republic. The implementing agencies are more easily in contact with candidate training institutions. Furthermore, the candidate pool is relatively larger for this type of training. CNHE and FUNDAPEC are both in the process of establishing additional in-country training programs.

## **5. Project Assumptions**

A basic premise of DETRA is that focusing on firms that export or have the potential to export, and on public sector institutions which support them, will lead to increased export growth and economic development. Several key assumptions underlie this model. Those related to project goal, purpose and outputs were outlined in the project's Logical Framework Matrix. Several related to focus on firm organizational change and supporting public sector institutions have not been enumerated previously. They will be discussed in the section on implementing the firm level approach because the success of the model and its applicability to future projects depends on their validity.

### **(a) Project Goal**

#### **\* PRIVATE SECTOR FIRMS ARE WILLING TO REORIENT THEIR ACTIVITIES**

Many firms have been willing to reorient their activities in several ways. First, many have used the training to help them diversify the products which they sell. This has been true of firms in the agricultural sector and in industrial sectors such as artisan and textiles. Second, many have been willing to introduce organizational changes and new technologies -- such as use of computers -- to their organizational and management systems. There has been a tendency for older, more established, and larger firms to change more slowly. They have survived past difficulties, and perhaps more importantly, have been the beneficiaries of government policies which have protected them from international competition. They are comfortable with their current modus operandi. Many of these firms are highly centralized. On the other hand, newer and smaller firms are, on the whole, more open to change. Many have yet to establish firm patterns of administration; and many view the export market as their principal field of endeavor.

#### **\* POLITICAL STABILITY AND ECONOMIC GROWTH WILL CONTINUE**

The political climate in the Dominican Republic has remained stable for the past 25 years. There is no reason to believe that it will not continue to be

stable. Political stability has had a positive impact on the growth and evolution of firms in the private sector, and has been responsible for a surge in investments by foreign firms in the Dominican economy.

Reduced funding for the public sector has had an adverse affect on programs which these institutions undertake, employee salaries and morale. This has jeopardized their future and has prompted substantial horizontal mobility from the public sector to the private sector. Some informants questioned the ability of the public sector to continue to provide adequate investments in research and training which buttress the economy, and which the private sector expects the government to make.

Whipsawed by mounting balance of payments gaps, public sector deficits, and depreciation of its national currency, the Dominican Republic's economy has experienced slow, and at times negative, growth. This has in turn led to high inflation and rising unemployment. The recession in the United States has further hampered the ability of Dominican firms to export their products. As a consequence of these factors, many Dominican firms have gone bankrupt and out of business, and the ability of many firms to export has been curtailed.

The emphasis given by the Dominican government to tourism and construction industries, and to free trade zones has been paralleled by a neglect of the agricultural sector. There has been a tendency for agricultural firms to diversify, particularly into non-traditional export crops. However, many have been limited by the lack of credit and timely technical assistance.

### **(b) Project Purpose**

#### **\* PRIVATE SECTOR FIRMS RECOGNIZE NEED TO UPGRADE EMPLOYEE SKILLS**

On a philosophical level, all firms recognize the need to upgrade the work skills of their employees. On a practical level, supervisors indicate that they are willing to invest time and monetary resources in skill training, depending on the type of training. With regard to long-term, degree training, there is universal agreement that this training is appropriate for personnel who are likely to become future executives or high level managers. In the case of family firms, these individuals are often members of the owner families. Family firms are less willing to invest in non-family members who are less likely to remain with the firm. They are also less likely to place them in executive positions in which they would be best able to capitalize on their training.

Firms are more likely to approve of short-term training, particularly that which is provided in the Dominican Republic. It is less disruptive and less costly. Supervisors also indicate that short-term training is more likely to respond to specific manpower needs in the firm.

#### **\* EMPLOYEES VIEW FURTHER TRAINING AS A FACTOR IN JOB ENHANCEMENT**

Returned participants universally appreciate the importance of training as a factor in job enhancement. In Dominican society, there is great appreciation of the importance of additional training, both technical and academic, in future job and general social mobility.

Most returned trainees indicate that their job careers and salaries have been enhanced by the training which they received. This is true for long-term training and short-term training in the Dominican Republic and overseas.

**\* PUBLIC SECTOR INSTITUTIONS ARE SUPPORTIVE OF PRIVATE SECTOR GROWTH**

This assumption has been verified during the duration of DETRA. FUNDAPEC has provided substantial resources for the preparation of manpower from the Central Bank and CEDOPEX. Both institutions are viewed as keys to increasing export activities by Dominican firms. Other institutions, such as ISA, INTEC and other universities, also provide important support for firms that export.

**\* EMPLOYMENT OPPORTUNITIES EXIST FOR TRAINED PERSONNEL**

According to the project design, all trainees should have been employed for at least two years prior to being proposed for fellowships. The project assumes they will continue to be employed by sponsoring firms upon return. Thus, employment opportunities exist for personnel trained under the program. A returned participant survey indicates that many employment opportunities exist with firms that have not participated in DETRA. Many participants now work for firms other than those which sponsored their training. It is more prevalent for those who were sponsored by public sector institutions.

**(c) Project Outputs**

**\* PRIVATE SECTOR FIRMS WILL FINANCIALLY SUPPORT EMPLOYEES IN TRAINING**

In general, this assumption has been validated by DETRA. However, firms are more willing to support short-term training because it is less costly, and because it implies that personnel will be absent from their jobs for less time. Firms are less disposed to continue to provide salary support for long-term trainees, particularly if the trainees do not have established links to the firm, such as being members of owner families.

**\* QUALIFIED CANDIDATES ARE AVAILABLE FOR TRAINING**

DETRA has been able to identify qualified candidates for training slots. This has varied somewhat by the type of training and the origin of candidates. Typically, short-term training has not required academic rigor in participants. However, it has assumed that candidates are in positions, or will be promoted to positions, in which they can take advantage of the training received. This has not always been the case. Most participants, who undertook long-term training, have successfully completed their programs. They have been screened according to ability to handle the English language and by graduate schools and admissions offices at U.S. universities, or other appropriate training institutions.

The pool of candidates for the program turned out to be somewhat smaller than originally anticipated, particularly for long-term training. Many private sector firms are small and have few employees able to undertake training. Either firms cannot afford to release them or they cannot afford to pay associated costs. This has resulted in a tendency for graduate training to be elitist in the sense that only firms which can afford to pay counterpart funding

participate. Financial strength is another screening criterion. Firms in the financial sector have been most able to cover these contributions. Many in the agricultural sector are unable to pay because of its depressed condition.

**\* LOCAL INSTITUTIONS HAVE FACILITIES AND CAPABILITIES FOR ORGANIZING SEMINARS AND WORKSHOPS**

In-country training has generally been of high quality and applicability. CNHE has identified the content of courses by soliciting inputs from affiliates of that organization. FUNDAPEC has used various sources of information, including newspapers and public institution informants. Organizations providing the training are selected through open competition. Typically, CNHE and FUNDAPEC solicit proposals and select the best one for each short-course. Training entities have used various facilities for their training, including their own infrastructure and local hotels and other similar facilities.

**(d) Summary**

On the whole, project assumptions have been robust. They have not been totally borne out; however, DETRA has proven to be of considerable utility and has impacted on the participating individuals and institutions. The organizational focus on individual firms and public sector institutions, through use of Enterprise Training Plans, appears to be based on assumptions which are less valid in the Dominican Republic than in other countries. Although the reduced validity of these assumptions reduces the utility of training for individual firms and institutions, it does not reduce the utility of the training for individuals, nor the impact on key sectors. Alternative approaches to the organization of future training projects are discussed in the recommendations section of this report.

**ORGANIZATIONAL APPROACH**

**1. Implementation of Firm Level Approach**

**(a) Introduction**

A basic assumption of DETRA is that greater training impact will result from a focus on private sector firms and related governmental organizations rather than individuals or economic sectors. Although it will be impossible to verify this assumption, given that we have no point of reference grounded in individual- or sector-based training programs, the assumption can be assessed indirectly by reviewing aspects of project implementation and impacts that are related to it.

The Enterprise Training Plan (ETP)\* is the fundamental design tool to facilitate focus on individual firms and institutions. Because the ETP is a

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\* - Government agencies and parastatals also participated in the program. Typically, the plans prepared by these entities are referred to as Institutional Training Plans. ETP will refer to training plans prepared by private sector firms and these institutions.

precondition for participation in the program, it screens institutions. In addition, it is designed to help shape training programs offered to candidates. They are meant to identify organizational level constraints, training needed to overcome them, and specific candidates for this training. Thus, it is meant to facilitate application of knowledge acquired upon return to the organization.

Because it is the key element of the firm level planning strategy, The ETP\* was the subject of major discussion by Renforth (1990) in his previous evaluation of DETRA. He highlighted several major problems with the design and use of ETPs, and made several recommendations for changes which have since been incorporated into the program by CNHE and FUNDAPEC (the implementing agencies).

In part, this assessment of the validity of the design and implementation of firm level planning process, as a key to DETRA, will draw on Renforth's report. In part, it will extend the analysis to examine changes in implementation which have occurred since he made his recommendations, and training impacts which have occurred since then. My recommendations will focus on the design of future training projects, given the experiences which have surrounded DETRA, and the use of ETPs.

#### **(b) Preparation of ETPs**

Renforth (1990) has documented the difficulties faced by implementing agencies in getting firms to prepare ETPs. In part, the difficulties encountered were due to the limited planning capacity of the firms. Many are small and are guided by leaders who may not have a full appreciation for the concept of long range planning, particularly in the area of human resource development. Many face pressing time constraints, and given the low priority which they assign to the planning process, are unwilling to delegate much time to them. Many have limited experience in conducting formal planning exercises. This is less true of government and parastatal organizations, which typically have assigned individuals and/or offices to human resource development topics and programs. Most private sector firms lack this structure and attention to planning. Thus, FUNDAPEC experiences less problems in getting sponsoring institutions to prepare plans than did CNHE.

Candidates were encouraged to encourage their employers to prepare ETPs and to provide sponsorship for their training. This shift in focus resulted in easier identification and timely placement of long-term training candidates. However, it may also have reduced overall impact of the program by supporting candidates with more tenuous ties to sponsoring firms and by providing training relevant to individual needs, but less so to sponsoring firm needs. Analyses of training impact, based on a survey of returned participants, will assess program planning offices and are familiar with planning processes.

Preparation of ETPs progress through several stages. During the first stage, emphasis was placed on working with individual firms. This proved to be an extremely slow and difficult process. Concern for getting long-term candidates placed in graduate programs in time to complete their programs caused a shift in focus from firms to individual candidates. During the second stage, impact. The program is currently in the third stage, which refers to completion of short-term training commitments. Based on Renforth's recommendations, no ETPs



are being required for participation in in-country training.

The implementing agencies have worked hard to meet project design terms, particularly those related to the preparation of ETPs. In fact, the CNHE has allocated resources specifically to this activity, and to related subsequent follow up with participating firms. Similarly, FUNDAPEC has worked closely with government, parastatal and NGO participants. FUNDAPEC has had less difficulty in securing training plans from governmental organizations, largely because many had previously prepared them and were structured to undertake planning exercises.

### **(c) Advantages of Firm Level Approach (ETPs)**

Conceptually, several major advantages exist to this approach, related to expected impact on individual firms as well industry sectors and individuals.

- ◆ By identifying firm level constraints and addressing them, the program is designed to make the firms more competitive and more effective contributors to the Dominican economy, particularly to activities related to export of Dominican products.

- ◆ By linking individual training to firm employment commitments, it ensures that training will be used to the benefit of the Dominican economy.

- ◆ By identifying training needs, it facilitates preparation of training programs with greater relevance to problems faced by participating institutions.

Underlying this rationale are several assumptions which will be evaluated in a subsequent section. This analysis suggests that the rationales may less valid for the Dominican Republic than for other settings.

### **(d) Disadvantages of Firm Level Approach**

There are several disadvantages to using the firm level approach, particularly when related to the use of rigorous training plans. In large measure they are distinct to the peculiar economic and cultural circumstances of the Dominican Republic. This context implies a lack of tradition of working with manpower training plans. Many private sector firms are new and have not previously undertaken similar exercises. Furthermore, most firms are relatively small and many are family owned and operated. Any long-term training in reference to them will probably include the participation of members of the immediate family. The tremendous uncertainty which pervades the Dominican economy probably augurs against long-term planning. Most firms are concerned with contemporary problems which condition their survival from week-to-week rather than with long-term training needs. Finally, there is a tendency in the Dominican culture to focus on individuals, their needs, capacities, and how they may relate to firm or organizational needs. Thus, the tendency is not to begin with the firm and relate its needs to individual training. Rather, it is to begin with the individual and relate his characteristics to firm needs.

Several major disadvantages derive from this context. They are more common to private sector firms and to NGO. Government agencies and parastatals

typically have undertaken planning exercises, particularly in reference to demands by other donor-sponsored programs. Thus, they are accustomed to them and, in many cases, have offices which are dedicated to their preparation.

◆ ETPs have been defined by many private sector firms and NGOs to be an application requirement rather than a reference document. According to informants, about half were initially prepared by the candidate himself with little or not input by other members of the firms involved, and sometimes after candidates were actually selected for the program.

◆ Many of the plans were not well done. Some lack important pieces of information. Others fail to identify firm level constraints well. Some do not clearly inference the training needed to overcome identified constraints.

◆ The time and effort provided by implementing agencies in assisting firms prepare their training plans has been substantial. It has exceeded that envisioned in the project design.

◆ Training plans for small and/or family owned firms tend to focus on the needs of the potential participants rather than firm needs. This is a logical outcome of the reduced pool of candidates for training in these firms.

◆ Related to all of the above, Renforth (1990) showed that the information in the ETPs is not extensively used. His analysis of the content of ETPs and graduate degree level training programs showed that only about 20% of the training was related to needs identified in training plans. Furthermore, firms indicated that they had no other use for the plans. My analysis of ETPs prepared during the past two years indicates that this percentage may have increased somewhat, but not appreciably from a cost/benefit perspective.

#### (e) Assumptions of Firm Level Approach

Implied in the above discussion are several assumptions regarding how the ETP model relates to constraints faced by the involved firms through training provided under the program. These merit additional discussion, because relative success of the program depends on their validity.

◆ ETPs identify most serious firm level constraints - The ETP model assumes that firm managers are involved in preparing them. This occurred for most government agencies. It was much less common for private sector firms, probably because top management was not involved in the preparation of the ETP. Furthermore, most do not have personnel offices, or individuals charged with overseeing personnel development.

◆ Firms propose training to solve constraints - The ETP model assumes that the most important firm level constraints are identified in the ETP and that proposed training will solve them.

i. In many cases, the application process was initiated by individuals, some of whom had marginal affiliation with firms. They learned of the availability of fellowships through newspaper ads, or through acquaintances, and

sometimes directly approached the CNHE about them. Many ETP's were prepared by the trainees themselves and then approved by a firm. ETPs were viewed by many firms as merely a requirement in the application process; and there was a tendency for them to be filled out to satisfy the training interests of individuals rather than the training needs of the firms.

ii. Because of the preparation costs implied, the ETP requirement has only been rigorously applied for long-term training. This type of training only addresses long term needs, because most trainees will be absent from their firms for at least two years while studying abroad. However, the paradox is that many ETP's focus on short-term technical constraints, most of which are not addressed by long-term training. Firms indicate a preference to hire from existing pools of manpower to address immediately the short-term constraints. They cannot afford to wait for the trainees to return to address them.

iii. Other ETPs often mention policy and other contextual constraints, most of which cannot be addressed by training private sector personnel under this program. There was little or no coordination with government agency firms in the preparation of their ETPs and proposed staff development programs.

iv. Several firms approached the fellowships for overseas training as rewards for their personnel. In many cases, there was no direct relationship between the job requirements of employees and the training provided. Some returned trainees complained of their inability to apply what they learned in their jobs upon return.

◆ Training provided responds to needs - It is easier for training providers in the Dominican Republic to offer training which responds to actual needs, assuming that selection of participants is based on training needs. They can interact directly with the CNHE and FUNDAPEC in preparing their programs and are cognizant of the needs of the sectors from which trainees come. Training providers in the U.S. have had greater difficulty in aligning their programs with real needs. In the case of short-term training, the courses provided have often been off-the-shelf. They were of high quality, but less direct applicability. Returned short-term trainees have indicated that they especially appreciated observational tours which exposed them to alternative ways of doing business. Long-term training is much more likely to respond to long-term training needs. Much of the long- and short-term overseas training has been consistent with needs identified in the demand study conducted at the onset of the program. Examples of this training are degree programs that were provided in technical areas, such as computer information systems, food processing, and international law.

◆ Participants return to their institutions after training - About 30% of the returned trainees indicated that they do not work for the institutions which ostensibly sponsored them for the training. Many have moved on to other employers in response to better salaries, work environments, and opportunities. In some cases, CNHE and FUNDAPEC were unable to detect that trainees were not actually employed by sponsoring institutions prior to departure for training. In other cases, firms were unable to employ trainees upon return. Some had gone out of business or were inoperative for other reasons.

## **2. Assessment of Impact of Firm Level Approach**

### **(a) Introduction**

The firm level approach is operationalized by the use of Enterprise Training Plans. Thus, impact can be assessed by evaluating post training experiences. Individuals who were sent by firms with good training plans should have been able to apply better their training. Both employer institutions and returned participants should benefit more from the training. It is recognized that this is an imperfect methodology for assessing impact, because true impact is best assessed over a time period much greater in length than that available in this instance. However, it is the best option available.

Impact will be measured using data from a random survey of returned participants. The survey is described elsewhere. Responses given by returned trainees to questions about impact will be used to measure this variable. Quality of training plan is measured using a rating of firm/institutional training plans by the author. Plans were evaluated using a scale of ratings of the following characteristics of the plans: (a) completeness; (b) identification of project relevant needs; (c) consistency of training with needs; (d) rigor of analysis; (e) inclusion of individual training plans; (f) utility of plan for placing trainees; and (g) quality of presentation. Each item was ranked from high (2) to low (0) which yielded a range of scores from 14 to 0.

Many of the respondents were employed by firms or institutions which did not prepare training plans. Most had participated in short-term in-country training programs and consistent with a recommendation made by Renforth (1990) training plans were only prepared for out-of-country training. In all, 25 of the 58 private sector respondents were sponsored by firms which prepared training plans; 16 of the 32 respondents who participated in the program under the aegis of FUNDAPEC were from institutions which prepared training programs.

Most plans were not well prepared. Their quality varied considerably. In general, plans prepared by government institutions and NGOs, institutions with greater longevity, and larger institutions were of the highest quality. Some government institutions were previously required by other donors to prepare training plans. Older institutions have had more time to routinize planning functions. And larger institutions have a greater need to do so.

### **(b) Utility of Training Plan**

Table 2 presents data on variations in perceived utility of the training experience by quality of training plan. Overall, participants give high utility marks to training. Over three fourths of those sponsored by CNHE and about half of those sponsored by FUNDAPEC rated their training experiences as highly useful. Only one trainee sponsored by each gave a low utility rating to their training.

A positive relationship between utility and quality of training plan was found for FUNDAPEC-sponsored trainees. About two-thirds of those who gave high utility marks to their training were sponsored by institutions which prepared high quality plans, while only 17 percent of those from institutions that

Table 2  
Utility of Training by Quality of Institutional Training Plan

Utility	Quality of Training Plan											
	High				Low				Total			
	CNHE		FUNPEC		CNHE		FUNPEC		CNHE		FUNPEC	
	#	%	#	%	#	%	#	%	#	%	#	%
High	9	64	7	64	10	91	1	17	19	76	8	47
Medium	5	36	4	36	--	--	4	66	5	20	8	47
Low	--	--	--	--	1	9	1	17	1	4	1	6
Total	14	56	11	65	11	44	6	35	25	100	17	100

prepared low quality training plans did so. On the other hand, 91 percent of the private sector trainees from firms with low quality training plans rated their training as highly useful while only 64 percent of those from firms with high quality training plans did so. Thus, the data indicate that there is little relationship between usefulness of training received and quality of training plans for CNHE-sponsored trainees, and that it may be slightly negative.

Table 4  
Difficulty Applying Training by Quality of Institutional Training Plan

Difficulty Applying Training	Quality of Training Plan											
	High				Low				Total			
	CNHE		FUNPEC		CNHE		FUNPEC		CNHE		FUNPEC	
	#	%	#	%	#	%	#	%	#	%	#	%
None	9	64	5	50	7	58	4	42	16	62	9	50
Some	5	36	4	40	5	42	2	29	10	38	6	33
Much	--	--	1	10	--	--	2	29	--	--	1	17
Total	14	54	10	56	12	46	8	44	26	100	16	100

### (c) Difficulty in Applying Training

Data on the relationship between quality of training plans and difficulty in applying training upon return are found in Table 4. Most returned

participants have been able to apply their training. Over half indicated that they have not had any problems doing so and only one FUNDAPEC trainee indicated that he had much difficulty doing so.

The relationship between quality of training plan and difficulty encountered in applying training is weak, but is in the expected direction for both CNHE and FUNDAPEC trainees. Only FUNDAPEC trainees indicated that they had much difficulty applying what they learned. Thus, the overall rate of return appears to be higher for CNHE trainees, despite the fact that training plans of private sector firms were more poorly prepared.

#### (d) Impact through Changes Promoted upon Return

Data on the relationship between quality of training plan and impact on institutional change are found in Table 5. Slightly over half of the respondents indicated that they have brought about institutional change after receiving their training. FUNDAPEC trainees were more active in promoting change in their employer institutions.

Table 5  
Impact through Changes Promoted by Quality of Institutional Training Plan

Knowledge Used to Make Changes	Quality of Training Plan								Total			
	High				Low							
	CNHE		FUNPEC		CNHE		FUNPEC		CNHE		FUNPEC	
	#	%	#	%	#	%	#	%	#	%	#	%
Yes	8	62	8	50	6	50	5	71	14	56	13	76
No	5	38	2	20	6	50	2	29	11	44	4	24
Total	13	52	10	59	12	48	7	41	25	100	17	100

Data indicate that the relationship between training plan quality and change impacts varies by type of program. FUNDAPEC trainees employed by institutions which prepared low quality training plans were more likely to have promoted institutional change than were trainees from institutions which prepared high quality training plans. The opposite is true for CNHE trainees. Those from firms which prepared high quality training plans were most likely to promote institutional change.

#### (e) Salary Increases

Salary is a measure of personal gain. Data on the relationship between salary increases received after training and quality of training plans is found in Table 6. They indicate that half of the CNHE trainees felt that their training led to salary increases, while only 22 percent of the FUNDAPEC trainees did so. Training has less impact on salary increases for public sector and/or

NGO employees than private sector employees. These percentages are somewhat below those for the entire sample, probably because the proportion of trainees who received in-country training is higher for this sample than for the entire program. Other data suggest that long-term and out-of-country training experiences are more likely to result in salary increases.

Data indicate a weak positive relationship between quality of training plans and impact on salaries of CNHE trainees. Fifty-nine percent who ranked the impact as high were sponsored by institutions with high quality training plans. Conversely, 67 percent of those sponsored by firms which prepared low quality training programs ranked training impact on salary as low.

Table 6  
Impact of Training on Salary by Quality of Institutional Training Plan

Impact of Training on Salary	Quality of Training Plan											
	High				Low				Total			
	CNHE		FUNPEC		CNHE		FUNPEC		CNHE		FUNPEC	
	#	%	#	%	#	%	#	%	#	%	#	%
High	10	59	2	20	3	33	2	25	13	50	4	22
Low	7	41	8	80	6	67	6	75	13	50	14	78
Total	17	65	10	56	9	35	8	44	26	100	18	100

This systematic variation is not apparent for trainees sponsored by FUNDAPEC. Over three fourths rank impact as low regardless of quality of plan prepared by their employer institutions.

#### (f) Industry Exports, Diversification and Earnings

During the first several years of DETRA, the program was restricted to private sector firms, which theoretically were or would become involved in exporting Dominican products. This was consistent with the goal of increasing export earnings. Subsequently, public sector institutions and NGO's, which directly or indirectly support exports, were also added to the program. Public sector institutions are not included in this analysis because they are not profit oriented and do not produce products for export. They do not export, have products to diversify and do not earn profits. Thus only data provided by CNHE trainees are included in Table 7.

These data indicate that there is a weak relationship between quality of training plans and post-training impact on export levels. No positive relationships are found for industry diversification and earnings. Indeed, participants who were sponsored by firms which prepared low quality training plans appear to have had a greater impact on both diversification and earnings than did those who were sponsored by institutions which prepared high quality training plans.

Table 7  
Impact of Training on Industry Exports, Diversification and  
Earnings by Quality of Institutional Training Plan

Impact on	Quality of Training Plan					
	High		Low		Total	
	CNHE		CNHE		CNHE	
<u>Exports</u>	#	%	#	%	#	%
High	2	22	--	--	2	18
Medium	7	78	1	50	8	73
Low	--	--	1	50	1	9
Total	9	82	2	18	11	100
<u>Diversification</u>						
High	5	45	3	60	8	50
Medium	4	36	2	40	6	38
Low	2	19	--	--	2	12
Total	11	69	5	31	18	100
<u>Earnings</u>						
High	5	45	5	33	10	38
Medium	4	36	7	47	11	42
Low	2	19	3	28	5	20
Total	11	42	15	58	26	100

**(g) Summary of Data Analysis**

These data are not necessarily definitive, given the limited number of respondents who were from institutions which had prepared training plans. Nevertheless, they do suggest that the expected strong relationship between quality of training plans and impact is absent. High quality training plans do not necessarily lead to higher volume of exports, product diversification and higher earning levels. Furthermore, it can be inferred that resources dedicated to helping institutions prepare training plans have not yielded the expected positive results. Further analyses of training impact are presented in subsequent sections.



### **(h) Explanations for Reduced Impact of ETP Methodology: Further Discussion**

There are several explanations for why the ETP methodology has not resulted in the desired post-training impacts. When considered together, they probably account for most of the discrepancy between expectations found in the project design and outcome.

**i. Participant Mobility** - Many of the returned participants no longer work for the institutions which ostensibly supported them while there undertook training. The survey of returned participants indicated one third or more have changed jobs. Assuming that participants received training that was designed to address problems of their employer firms upon return, the positive impacts of their post-training inputs were lost when they changed firms.

**ii. ETP Problem Identification** - Several respondent supervisors indicated that they questioned the validity of an important assumption of the ETP methodology; namely, that existing problems should be identified and that training should be proposed to address them. This sequence fits for short-term training. However, ETP's are not required for short-term training, at least that given in the Dominican Republic, as recommended in a previous evaluation.

Firm representatives questioned the usefulness of long-term training to solve these problems. They noted that their firms need to have professionals working for them who can address major problems when they present themselves. ETP's are required for overseas training, much of which is long-term. Firm representatives indicate that they prefer to enter the existing labor market to find individuals with qualifications which help their immediate problems, rather than waiting for employees in training to address them upon return.

**iii. Firm Level Acceptance of Planning** - Many firms question the value of the planning exercise. Many had not had previous planning experience. Others had serious financial difficulties and were more concerned about addressing them than considering future needs. They failed to see the link between long-term manpower development planning and solutions for their financial problems. For this and other reasons, some firms did not take the planning process seriously. They failed to engage high level managers in the exercise, and, consequently, to relate training to firm needs. This may explain in part why many returned participants indicated that their firms did not appreciate the contributions which they could make, and, therefore, did not provide them with opportunities to do so.

**iv. Focus on Individual** - Business executives in the Dominican Republic appear to focus more on individuals than firms when they assess training needs and how skills can be utilized. This may reflect traits peculiar to the Latin culture. As noted by Renforth (1990) they approach training from the perspective of the individual. They evaluate his/her abilities and training needs first and subsequently, how additional abilities gained through training can help their firms. This is the opposite of the approach found in the ETP methodology which begins by identifying needs of the firm and works to individual training needs to help the firm address them. The discrepancy in approach may have limited the ability of executives to properly follow the ETP methodology when completing their plans.

## EVIDENCE OF CRITICAL MASS APPROACH

### 1. Introduction

The project paper alluded to the intent of the project to train a critical mass of employees. It did not necessarily state whether this critical mass was to be in a specific firm or industry or sector. However, there was a statement to the effect that it was supposed to affect export levels and agricultural diversification.

An analysis of participant lists indicates that trainees were broadly distributed across industries and across sectors. There was no indication of a concerted attempt to train "critical masses", whether within institutions or sectors.

In this section, we review CNHE and FUNDAPEC recruitment and training policies. The evidence is largely anecdotal and resulted from interviews with program managers of these two institutions.

### 2. CNHE

CNHE selected priority industries in structuring its initial training program. To the extent that it excluded certain industries its strategy reflected concentration of resources. The CNHE Administrative Committee decided to exclude the insurance and finance industries in the first phase of CNHE's program. Its members believed that these industries possessed sufficient funding to pay for their own training. In addition, the industries were believed to be less central to promotion of exports and agricultural diversification than others. CNHE eventually decided to train employees from private banks.

The chairman of the Administrative Committee recommended that follow on programs focus on only a few industries in order to benefit from the interactive effects of critical mass training. He indicated that the program, if it were to focus on the private sector, should be sufficiently flexible to allow representatives of the private sector to select the industries which are to receive preference.

### 3. FUNDAPEC

FUNDAPEC is responsible for selecting and providing training to participants from public institutions and NGOs. Thus, discussion of critical mass training takes on a different connotation than for the private sector. Public sector institutions and NGO's can indirectly impact on exports and industry diversification by affecting government policies and by providing appropriate training to representatives of the private sector. Training given to their employees cannot directly affect these conditions because they do not directly contribute to private sector activities.

There was some evidence of a critical mass approach on the part of FUNDAPEC. Although resources were spread across numerous institutions, many participants were selected from the Central Bank -- representing the financial sector -- and

from the Superior Institute of Agriculture (ISA) -- representing higher agricultural education. FUNDAPEC employees indicated that this was done purposely. By training a large number from the Central Bank, they hoped to influence credit and tariff policies which impact on export/import activities. By training a large number of ISA faculty, they hoped to strengthen higher education for agricultural production and for export of agricultural products.

## **ASSESSING DIFFERENCES IN IMPACT**

### **1. Introduction**

The primary purpose of the survey was to gather data in order to assess the overall rate of use of training, the impact of training on the careers of participants and their sponsoring firms, and their contributions to meeting project objectives. Data were gathered for several indicators of each impact dimension; the indicators are found in the Appendix. In this section, we limit our analysis to one major indicator of each impact variable, namely:

- (1) Overall rate of use of training - Percent of Knowledge Acquired through Training Used in Job;
- (2) Impact on participant career - Training Led to Salary Increase
- (3) Impact on sponsoring institutions - Knowledge Gained through Training Used to Make Changes in Employer Institution
- (4) Contribution to Project Objectives - Impact on Industry Exports, Productivity and Diversification

Data allow us to ascertain differences in the impact which the following key program variables have had on the careers of individual participants, the institutions which employ them, and project objectives.

- (1) Sector of Employment (private vs. public/NGO);
- (2) Specificity of Training Program (general survey vs. product/industry specific technical training);
- (3) Nature of Training Provided (management/administrative vs technical/production);
- (4) Type of Training (degree vs. non-degree);
- (5) Size of Firm (large vs. small); and
- (6) Location of Training (out-of-country vs. in-country)

Data related to other questions about training impact and use were also gathered. They are used to explore the relationship of outcome variables to characteristics of particular training programs and employer institutions.

## 2. Selection of Firm to Conduct Field Survey

Initially, the General Development Office, USAID/Santo Domingo, was consulted about appropriate institutions to conduct the field survey. Proposals were solicited from Orientacion Mercadologica, S.A. (OMSA) and ISA's Center for Rural Development Administration (CADER). CADER was selected because its staff could provide a final product within the time frame of the study. They conducted the field survey from June 10-24, 1992 and prepared a summary report shortly thereafter (See Appendix).

## 3. Sample

A random sample was drawn from a list of all participants in the General Development Training Program. Because more participants undertook short-term training programs, they were relatively more emphasized. Unlike the Renforth evaluation, particular attention was also given to in-country training, much of which has been provided since the preparation of his initial evaluation.

Table 8 contains a summary of the original sampling frame and final sample. It indicates the characteristics of the proposed and final samples by type of training for management entities. Participants who fell in the proposed and final samples are listed in the Appendix. The proposed and final samples are compared according to gender, employment sector and employer type.

Several characteristics of the original sample are noteworthy. First, only five NGO-sponsored participants were in the sample, and all of them participated in out-of-country short-term training. The number of participants in this category was exceedingly low; and most were employed in the health sector. Approximately three private sector participants were selected for each public sector employee despite the large number of in-country training courses offered through FUNDAPEC. This allowed us to assess more fully impact of the program on private sector firms. Third, the largest block of FUNDAPEC participants was from educational institutions, while the largest block of CNHE participants were from private firms. This reflects the clientele of each implementing agency. Finally, about 40% of the participants in the original sample frame were female. The percentage was slightly higher for FUNDAPEC managed participants, reflecting the fact that FUNDAPEC had a higher number of participants from the education sector in which women are more active.

Comparisons of the final and proposed samples indicate that the percentage of female respondents in the final sample was slightly smaller than for the proposed sample -- 33 percent. This occurred because professors who had undertaken short-term in-country training were hard to locate. Participants of in-country training programs were somewhat over represented, perhaps because they were the most recent participants in the program and had been less mobile. Economic sector data indicate that participants working in health/population programs are the most under represented. None in the original sample were located and they were not replaced by health/population workers. All health/population workers were employed by NGOs and were highly mobile, both geographically and occupationally. The next most under represented sector is agriculture, which is followed by education. Proportions of respondents employed

in the private and public sectors are consistent with initial expectations. About 38 percent were sponsored by public sector institutions or NGOs.

**Table 8**  
**Characteristics of Proposed and Final Samples**  
**Sample Characteristics**

Type Training	Gender				Sector								Employer			
	Male		Female		A		EC		H/P		ED		Gov/NGO		PS	
	Pro	Fin	Pro	Fin	Pro	Fin	Pro	Fin	Pro	Fin	Pro	Fin	Pro	Fin	Pro	Fin
<b>CNHE</b>																
Graduate Degree	16	11	9	3	8	1	16	4	--	--	1	2	--	2	25	12
Short-Term (IC)	13	19	7	13	5	3	15	29	--	--	--	--	--	1	20	31
Short-Term (OC)	14	6	6	6	5	2	15	13	--	--	--	--	--	5	20	7
Subtotal.....	43	36	22	22	18	6	46	46	--	--	1	2	--	8	65	50
<b>FUNDAPEC</b>																
Graduate Degree	4	1	3	2	--	1	3	--	--	--	4	2	5	3	2	--
Short-Term (IC)	13	13	7	1	3	5	6	7	--	--	11	2	8	8	12	6
Short-Term (OC)	11	11	9	5	--	--	6	4	5	--	9	12	19	16	1	--
Subtotal.....	28	25	19	8	3	6	15	11	5	--	24	16	32	27	15	6
<b>Total Sample</b>																
Graduate Degree	20	12	12	5	8	2	19	4	--	--	5	4	8	5	27	12
Short-Term (IC)	26	32	14	14	8	8	21	36	--	--	11	2	11	9	32	37
Short-Term (OC)	25	17	15	11	5	2	21	17	5	--	9	12	13	14	21	7
Total.....	71	61	41	30	21	12	61	57	5	--	25	18	32	35	80	56

Pro - Proposed  
Fin - Final

A - Agriculture  
EC - Other Economic Sectors  
H/P - Health/Population  
ED - Education

GOV/NGO - Government/Non-Governmental Organizations  
PS - Private Sector

In sum, although somewhat smaller than that proposed, the final sample appears to be representative of the entire universe of participants in the program.

#### 4. Interview Process

Time invested in the interview process was greater than originally programmed. This was primarily because of the high level of job mobility of returned participants. Mobility was highest for participants who were sponsored by public sector institutions and nongovernmental organizations. The sponsoring institution frequently indicated that it did not know the new place of employment of the participant. Another obstacle was the refusal by some returned participants to take part in the interview. They alleged that they had responded to the same questions in questionnaires sent to them by CNHE, FUNDAPEC and/or the USAID Mission. Other returned participants were unavailable for interviews, either because they were out-of-country or had passed away.

Similar to what Renforth reported, several of the participants, who had been selected and trained through CNHE programs, were not working for the companies which had sponsored them. They had never worked for the firms and merely received the sponsorship of the firms for the purposes of receiving their training fellowships.

A list of reasons why twenty-two persons in the original sampling frame were not interviewed is found in Table 9. It is representative of the reasons given. The reader is referred to ISA/CADER's preliminary report for a listing of the names of these individuals.

Table 9  
Reasons Why Respondents Were not Located

<u>Reason Given</u>	<u>Number</u>
Does not Work Here	8
Unknown	8
Out-of-Country	3
Filled Out Previous Questionnaire	2
Passed Away	1

#### 5. Impacts by Sector of Employment

Data on the differential application of knowledge by sector of employment for trainees managed by FUNDAPEC and CNHE are found in Table 10. They indicate that roughly about 50 percent of all respondents are applying over half of what they learned in their present jobs. The proportion is higher for FUNDAPEC trainees than for CNHE trainees. The remaining respondents sorted themselves more or less equally into the categories of less than 50 percent of knowledge applied and 50 percent applied.

CNHE trainees were less likely than FUNDAPEC trainees to use the knowledge they acquired through training. Twenty-nine percent of them indicated that they used less than 50 percent while only 16 percent of the FUNDAPEC managed trainees estimated that they used less than 50 percent. In part, this difference may reflect the quality of the training plans prepared by the employer institutions. On average, those prepared by public sector institutions were of better quality

Table 10  
Application of Knowledge Acquired by Sector of Employment

Employment Sector	Application of Knowledge Acquired															
	Less than 50%				50%				More than 50%				Total			
	CNHE		FUNDPEC		CNHE		FUNPEC		CNHE		FUNPEC		CNHE		FUNPEC	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Private	14	27	--	--	14	27	4	80	23	46	1	20	51	91	5	16
Public/NGO	2	40	5	19	1	20	4	15	2	40	18	67	5	9	27	84
Total	16	29	5	16	15	27	8	25	25	44	19	59	56	100	32	100

and training based on them may have resulted in greater application when participants returned to their jobs.

The relationship between sector of employment and impact of training on salaries is presented in Table 11. Seventy-one 71 percent of the FUNDAPEC respondents believe that the training has had a significant positive impact on their salaries as compared to only 43 percent of the private sector participants.

Table 11  
Impact of Training on Salary by Sector of Employment

Employment Sector	Training Led to Salary Increase											
	Yes				No				Total			
	CNHE		FUNPEC		CNHE		FUNPEC		CNHE		FUNDP	
	#	%	#	%	#	%	#	%	#	%	#	%
Private	24	45	5	100	29	55	--	--	53	91	5	18
Public/PVO	1	20	15	65	4	80	8	35	5	9	23	82
Total	25	43	20	71	33	57	8	29	58	100	28	100

In part this may have resulted from the large number of private sector respondents who participated in short-term in-country training program. These programs generally had lower economic value pay off for participants. The sector in which participants are employed prior to training appears to be less important than the sector in which they are employed after training. The five FUNDAPEC trainees currently employed in the private sector all indicated that they received substantial salary increases subsequent to the training. The salary increases may be more a consequence of changing employers than the training itself.

Overall, it appears that there is a slight tendency for training to result in higher salaries. Although not reflected in data presented in the table, this tendency is greater for training received out-of-country, particularly for participants from the private sector.

Data on the relationship between employment sector and use of knowledge to make changes in employer institutions are presented in Table 12. Most respondents have used the training to promote changes in their employer institutions. However, the percentage responding affirmatively is greater for the public sector than it is for the private sector. Seventy-three percent of the FUNDAPEC trainees responded affirmatively as compared to only 51 percent of the CNHE trainees. As was true for salary increases, it may simply reflect that a greater percentage of public sector respondents received out-of-country training. Other data indicate that participants in in-country training programs were more likely to find the training received to be less relevant to their job responsibilities.

Table 12  
Knowledge Used to Make Changes by Sector of Employment

Employment Sector	Knowledge Acquired Used to Make Changes											
	Yes				No				Total			
	CNHE		FUNPEC		CNHE		FUNPEC		CNHE		FUNDPD	
	#	%	#	%	#	%	#	%	#	%	#	%
Private	26	50	5	100	26	50	--	--	52	91	5	17
Public/PVO	3	60	17	68	2	40	8	32	5	9	25	83
Total	29	51	22	73	28	49	8	27	57	100	30	100

In sum, these returned participant data suggest that training has resulted in participant initiated changes in their employer institutions more often than it has not. However, this overall trend is primarily due to training of public sector employees.

Contributions of training to project objectives are indicated in the following table. Only data for CNHE-sponsored participants are provided because they represent participants from the private sector. Several of these impact variables are only relevant to individuals from private sector firms.

The total column shows that about one half of the respondents failed to answer the questions. This reflects the nature of the firms in which the respondents were employed. Initially, the CNHE management office concentrated on firms that were exporting products. However, this rule was eventually relaxed in order to allow employees of firms with a potential to export, such as banks and other financial institutions, to participate. Many of them have not exported



Table 13  
Impact on Exports, Productivity and Diversification by Employment Sector

Employment Sector	Impact							
	Major		Minor		None		Total	
	CNHE		CNHE		CNHE		CNHE	
Exports	#	%	#	%	#	%	#	%
Private	4	20	10	50	6	30	20	69
Public/NGO	8	89	--	--	1	11	9	31
Total	12	41	10	35	7	24	29	100
Productivity								
Private	14	44	13	41	5	15	32	91
Public/NGO	--	--	3	100	--	--	3	9
Total	14	40	16	46	5	14	35	100
Diversification								
Private	11	37	9	30	10	33	30	97
Public/NGO	--	--	1	100	--	--	1	3
Total	11	36	10	32	10	32	31	100

products. Similarly, it is less likely that financial firms will be open to product diversification.

Data show that training affected the export activities of employer firms. Over 40 percent of the respondents indicated that their training led to major impacts on export activities of their employers. Only about one fourth indicated that the training had no impact on them. Overall impact was greater for CNHE trainees who are currently employed in the public sector or by NGO's. Almost all indicated that they had a substantial impact on export activities.

Data concerning impact on firm productivity indicate a similar trend. Forty percent of the respondents indicated that they have had a strong impact on firm productivity, while only 14 percent indicated that they have had none at all. Impacts are greatest for private sector employees. Forty-four percent of them indicated that they have had a major impact on productivity, as opposed to none of the public sector employees.

Data about impact of training on product diversification reflect a similar, although less accentuated, pattern. Most respondents are employed in the private sector. About one third indicated that their training resulted in considerable impact on diversification, with the same percentage indicating that they had some and no impact on diversification.

In sum, these data indicate that training has had a discernable, positive impact on project objectives. However, this was only the case for a limited number of participants. About half were not employed by firms engaged in export activities and many do not work for firms concerned with product diversification. Rather, they work for firms that are not product oriented, such as banks. Apparently, the quickest way to increase the impact of training on project objectives would be to limit selection of participants to firms which export products. In part, failure to limit selection in this way may reflect changing objectives of the USAID Mission's training program. The emphasis has changed from export-led economic growth to trade and investment.

The data presented on impact of training by sector of employment indicate that there are important differences between sectors. Public sector and NGO participants are more likely to use their training to introduce changes upon return and they are more likely to experience personal benefit from the training. Several factors may, in part, explain this differential impact. These are (1) the tendency for more public sector participants in the sample to have participated in out-of-country training activities, which have a higher return; (2) the higher quality of public sector and NGO training plans; (3) the fact that public sector participants are more likely to have participated in longer-term training; and (4) the higher job mobility of public sector participants.

## 6. Impact of Specificity of Training

Specificity of training refers to the general versus technical content of training. General training is that which provides information which is useful across a gamut of industries and circumstances. It is probably best represented by management and administrative training and site visitations and tours. Technical training is targeted on qualities, attributes or needs of specific products or industries. Examples are short courses on shoe production and tailoring of articles of clothing.

Data in Table 14 indicate the relationship between specificity of training and application of knowledge acquired through training. Approximately half of the respondents have applied over 50 percent of the knowledge they acquired through the program. However, those who received general training and participants from public sector and NGO institutions are more likely to apply their training. Thirty-eight percent of the private sector participants, who received technical training, indicated that they applied less than 50% of what they learned. This may reflect an imperfect fit between participant needs and the technical content of the training provided. The process of selecting participants for in-country training appears to have been less rigorous than for out-of-country training. Additionally, no training plans were required for in-country training.

Table 14  
Application of Knowledge Acquired by Specificity of Training

Specificity of Training	Application of Knowledge Acquired															
	Less than 50%				50%				More than 50%				Total			
	CNHE		FUNDPEC		CNHE		FUNPEC		CNHE		FUNPEC		CNHE		FUNDPC	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
General	1	8	1	13	6	50	1	13	5	42	6	74	12	22	8	25
Technical	16	38	4	17	8	19	7	29	18	43	13	54	42	78	24	75
Total	17	31	5	16	14	26	8	25	23	43	19	59	54	100	32	100

General training appears to be more easily applied than technical training. In part, this may reflect the nature of the training. Technical training either fits the job or it does not. Management, administrative and other types of general knowledge are more easily applied to various occupations. Future technical training programs should take greater care to match the training needs of potential participants with the technical content of courses offered.

Table 15 presents data on the relationship between level of specificity of training and the impact of training on salaries of returned participants. Less than half of the respondents indicated that their training led to salary

Table 15  
Impact of Training on Salary by Specificity of Training

Level of Specificity	Training Led to Salary Increase											
	Yes				No				Total			
	CNHE		FUNPEC		CNHE		FUNPEC		CNHE		FUNDP	
	#	%	#	%	#	%	#	%	#	%	#	%
General	12	91	9	36	1	9	16	64	13	22	25	78
Technical	12	27	2	29	33	73	5	71	45	78	7	22
Total	24	41	11	34	34	59	21	66	58	100	32	100

increases. However, there are marked differences. First, public sector and NGO employees are less likely to receive salary increases for the training they receive. Second, over 90 percent of the private sector employees, who received general training, believe that the training favorably impacted on their salaries. Most occupy management and administrative positions. They were rewarded for increasing their administrative and management skills. Both private and

public/NGO sector sponsored employees were less likely to be rewarded for technical training.

In sum, it appears that participants are more likely to be rewarded for receiving general training, which may be degree or non-degree training. This conclusion underscores the importance of management and administrative skills, particularly in the private sector.

Data in Table 16 indicate that knowledge acquired was used to introduce changes in employer institutions more often than it was not. This is true for general and technical training and for private and public sector participants. Sixty percent of the recipients of general training (12 of 20) indicated that they used their training to make changes as did 61 percent of the recipients of technical training (41 of 77). Participants sponsored by FUNDAPEC were most likely to have used the training for this purpose. Seventy-seven percent responded affirmatively, while only 53 percent of the participants sponsored by CNHE responded affirmatively.

Table 16  
Knowledge Used to Make Changes by Specificity Level of Training

Level of Specificity	Knowledge Acquired Used to Make Changes									
	Yes				No				Total	
	CNHE # %	FUNPEC # %	CNHE # %	FUNPEC # %	CNHE # %	FUNPEC # %	CNHE # %	FUNPEC # %	CNHE # %	FUNPEC # %
General Survey	6 46	6 86	7 54	1 13	13 23	7 23				
Technical	24 55	17 74	20 45	6 26	44 73	23 77				
Total	30 53	23 77	27 47	7 27	57 100	30 100				

An exception to this general pattern of responses exists for private sector respondents who received general training. Fifty-four percent indicated that they did not use the knowledge to introduce changes upon return. Many participants indicated that their sponsoring firms have highly centralized decision making structures. Many participants felt that they were not provided opportunities to put new management ideas into practice.

Table 17 contains data summarizing the relationship between specificity of training and its impact on project objectives for participants from the private sector. As was indicated in the analysis of these data by sector of employment, the number of participants who declined to respond is quite high because they work for firms which do not export products.

The number of participants who received general training and who responded to these questions is quite small. However, their response patterns indicate that training which they received had a favorable impact on project

Table 17  
Specificity of Training Impact on Exports, Productivity and Diversification

Specificity of Training	Impact							
	Major		Minor		None		Total	
	CNHE		CNHE		CNHE		CNHE	
<u>Exports</u>	#	%	#	%	#	%	#	%
General	3	60	1	20	1	20	5	21
Technical	1	5	12	63	6	32	19	79
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total	4	17	13	54	7	29	24	100
<u>Productivity</u>								
General	5	71	2	29	--	--	7	20
Technical	9	32	14	50	5	18	28	80
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total	14	40	16	46	5	14	35	100
<u>Diversification</u>								
General	5	63	3	37	--	--	8	25
Technical	7	29	7	29	10	42	24	75
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total	12	38	10	31	10	31	32	100

objectives. With regard to firm export activities, 60 percent indicated that use of training had a major impact on them. Impacts on firm productivity and product diversification were even greater. Seventy-one percent indicated that their training was used to make a major impact on productivity and 63 percent indicated that they used their training to make major impacts on product diversification. All indicated that they used their training to make at least some impact on productivity and product diversification.

The impact of product and industry specific training is less evident. Only one recipient of this training indicated that he had used it to make a major impact on export activities. Thirty-two percent indicated that their training had resulted in no impact on export activities. Data on firm productivity and product diversification indicate similar impact trends, although they are less marked. Technical training had more of an impact on productivity levels and diversification than export activities. Thirty-two percent of the respondents indicated that their training resulted in major impacts on firm productivity and

29 percent indicated that it resulted in major impacts on product diversification. This contrasts with 18 percent who indicated that they did not use their training to make any impacts on firm productivity and 43 percent who indicated that they failed to use the training to make any impacts on product diversification.

In sum, these data suggest that general training is more likely to result in greater impacts on firm production than is technical training. At least two explanations for this finding resulted from conversations with returned participants. First, general training provided participants with a greater awareness of alternative markets and alternative product development. Technical training was more likely to focus on improving product quality. Whereas both are important, knowledge which led to opening of new markets and identification of alternative products for exports may have had more impact. Second, general training is more applicable across a variety of circumstances. It is easier for participants to apply this knowledge upon return regardless of where they work or what they do. Some respondents indicated that the technical training which they received was not applicable to their jobs. Inappropriate screening of candidates for this training may have reduced its utility for participants when they returned to their jobs.

#### 7. Impact of Nature of Training

Nature of training is somewhat analogous to specificity of training. It refers to whether or not the training is in management and administrative theory and practice or related to technical and/or production topics.

Data in Table 18 indicate that management and administration training is more often applied than is technical training. The relationship is strongest for public sector participants. Two thirds of the FUNDAPEC participants applied

Table 18  
Application of Knowledge Acquired by Nature of Training

Nature of Training	Application of Knowledge Acquired															
	Less than 50%				50%				More than 50%				Total			
	CNHE		FUNDEPEC		CNHE		FUNPEEC		CNHE		FUNPEEC		CNHE		FUNDPCC	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Management/ Administration	7	18	3	12	12	32	5	20	19	50	17	68	38	70	25	78
Technical/ Production	10	63	2	29	2	13	3	42	4	24	2	29	16	30	7	22
Total	17	31	5	16	14	26	8	25	23	43	19	59	54	100	32	100

over 50% of the management/administration training which they received as compared to half of the CNHE participants. Over 80 percent of the respondents

from either sector applied at least half of their management/administration training.

Technical training related to production issues is much less frequently applied. Over 70 percent of the participants from both sectors indicated that they applied 50 percent or less of the technical training which they received. Of even greater significance is that 63 percent of the private sector respondents indicated that they had used less than half of the technical training they received. This is important, given the tendency in the program to emphasize more short-term technical training. Many respondents indicated that technical course content had no bearing on their jobs, and, therefore, was essentially useless to them.

This outcome may reflect a problem in the recruitment process for technical short-courses. Insufficient care may be given to identifying candidates who can readily apply the technical training. The more technical the training, the narrower the base of qualified candidates for the training. Administrative and management training, on the other hand, is more applicable to different situations and different types of industries.

While data on level of application indicate that management-type training is applied more often, data in Table 19 indicate that trainees use both management and technical/production training to make changes in their sponsoring institutions. Management/administration training is most used to make changes. Fifty-five percent of the private sector participants indicated that they introduced changes based on their management training, as did 61 percent of the public sector and NGO participants. Over half of the public and private sector participants, who received technical, product specific training, responded affirmatively to this question.

Table 19  
Knowledge Used to Make Changes by Nature of Training

Nature of Training	Knowledge Acquired Used to Make Changes											
	Yes				No				Total			
	CNHE		FUNPEC		CNHE		FUNPEC		CNHE		FUNDP	
	#	%	#	%	#	%	#	%	#	%	#	%
Management/ Administration	19	59	9	64	13	41	5	36	32	57	14	50
Technical/ Production	12	50	8	57	12	50	6	43	24	43	14	50
Total	31	55	17	61	25	45	11	39	56	100	28	100

Whereas not all training has been applied by participants to their jobs, these data indicate that training has had a positive, important impact on the

organization and production facets of sponsoring institutions. The overall impact of training can probably be increased by tightening up the selection process for participants. The fact that training plans are not required for short courses makes this more difficult. Descriptions of course contents should be distributed to prospective participants and their sponsors prior the nomination process to increase the fit between interests of individuals nominated and training provided in short courses.

Data in Table 20 indicate the returns which participants received from their training. Salary increase patterns associated with nature of training parallel those associated with level of specialization of training. The greatest returns are evidently from management and administrative training. Participants from the private sector experience the greatest returns. Forty-eight percent indicated that training had a direct, favorable impact on their salaries. Thirty-six percent of the participants sponsored by public sector institutions and NGO's indicated that their salaries were favorably impacted by training. This contrasts with significantly lower returns for participants who received technical, production-related training. Only 25 percent of private sector participants and 29 percent of public sector and NGO participants indicated that their salaries were favorably impacted by this training.

In part differences probably reflect the scope of impact of different types of training on employer operations. Changes in management and administrative patterns are more likely to impact on the entire organization whereas technical impacts are more likely to be product specific. This observation is in no way meant to demean the importance of product quality improvement for firm competitiveness. However, it may be less likely to be reflected in wage increases.

Table 20  
Impact of Training on Salary by Nature of Training

Nature of Training	Training Led to Salary Increase											
	Yes				No				Total			
	CNHE		FUNPEC		CNHE		FUNPEC		CNHE		FUNPEC	
	#	%	#	%	#	%	#	%	#	%	#	%
Management/ Administration	20	48	9	36	22	52	16	64	42	72	25	78
Technical/ Production	4	25	2	29	12	75	5	71	16	28	7	22
Total	24	41	11	34	34	59	21	66	58	100	32	100

Whereas the impact of training on salaries has been highlighted, it bears remembering that less than 50 percent of the respondents indicated that their training had any impact on their salaries. Thus, incentives other than salary increases may be necessary to induce participation in the training programs. The opportunity to travel is an obvious incentive for out-of-country training. Incentives for in-country training are less apparent. Among them may be the



opportunity to network with individuals with similar jobs and interests, and the opportunity to obtain free training which is valued by Dominican society.

Tabulation of data on the overall impact of nature of training on project target areas yields results similar to those for firm and individual impacts. As was indicated in earlier sections of this report, about half of the private sector respondents and no public sector and NGO respondents answered questions in this section because they deemed them to be irrelevant to their jobs. The fact that so many participants failed to relate to these questions may be a result of changing objectives of the General Development Training program and a corresponding need to broaden the base of participants in the program.

Table 21  
Impact on Exports, Productivity and Diversification by Nature of Training

Nature of Training	Impact							
	Major		Minor		None		Total	
	CNHE		CNHE		CNHE		CNHE	
<u>Exports</u>	#	%	#	%	#	%	#	%
Man/Admin	4	22	12	67	2	11	18	75
Tech/Prod	--	--	1	17	5	83	6	25
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total	4	17	13	54	7	29	24	100
<u>Productivity</u>								
Man/Admin	13	54	10	42	1	4	24	71
Tech/Prod	1	10	5	50	4	40	10	29
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total	14	41	15	48	5	11	34	100
<u>Diversification</u>								
Man/Admin	3	60	1	20	1	20	5	21
Tech/Prod	1	5	12	63	6	32	19	79
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total	12	38	10	31	10	31	32	100

The data show that technical and product related training have had smaller impacts on original project objectives. Five of the six respondents who answered the question about impact on exports indicated that their training did not lead to any impact on export activities. None indicated that it had a major impact on them. Management and administrative training, on the other hand, had a positive impact on export activities. About one fourth of the respondents who received

this type of training indicated that it had a major impact on their employer's export activities. Another two thirds indicated that it had a minor impact. Thus, for export activities, it appears that only management and administrative training have had impacts discernable to the participants.

Impacts on productivity follow the same trends; however, as might be expected, technical and product specific training have greater impacts. One respondent indicated that technical training had a major impact on his firm's productivity. In all, 60 percent indicated that their training resulted in some positive impact on productivity. On the other hand, impacts of management and administrative training on productivity were apparently much greater. Over half of the respondents who received this type of training indicated that the training resulted in major impacts on productivity, and 95 percent indicated that their training had at least some impact on productivity.

Similar trends are also evident for training impacts on product diversification. Few respondents to this question received management and/or administrative training; however, most indicated that their training resulted in a major impact on diversification. About two thirds of the respondents who received technical and/or product specific training indicated that they had used their training to impact on product diversification.

These data clearly indicate that, from the perspective of individual program participants, management and administrative training have had a greater impact on employer institutions, on their own careers, and on project objectives. Although less marked, this relationship also holds for use of knowledge obtained through training to promote change in the employing institutions.

## 8. Impact of Type of Training

Type of training refers to graduate degree versus non-degree programs. All long-term training was designed to lead to M.S. or Ph.D. degrees or their equivalents. Short-term training is not designed to lead to degrees.

The relationship between type of training and application to employer institution upon return is found in Table 22. As was expected a positive relationship exists for trainees from both the private and public sectors. However, among those who received degree training, private sector participants were more likely to apply the training on their jobs. Fifty percent indicated that they have applied over half of what they learned, while only 10 percent indicated that they have applied less than half of what they learned. This contrasts with public sector and NGO employees. Only one third indicated that they applied over half of what they learned, while a third indicated they have applied less than half of what they learned.

Among non-degree participants, public sector and NGO participants apply more of what they learned than do private sector participants. Sixty-two percent of the public sector participants indicated that they have applied over half of what they learned as compared to 40 percent of private sector participants. Eighty-four percent of the public sector participants indicated that they have applied half or more of what they learned as contrasted with two thirds of the private sector participants.

Table 22  
Application of Knowledge Acquired by Type of Training

Type of Training	Application of Knowledge Acquired															
	Less than 50%				50%				More than 50%				Total			
	CNHE		FUNDPEC		CNHE		FUNPEC		CNHE		FUNPEC		CNHE		FUNDPC	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Degree	1	10	1	33	4	40	1	33	5	50	1	34	10	18	3	9
Non-Degree	16	31	4	14	10	23	7	24	17	40	18	62	43	82	29	91
Total	17	32	5	16	14	26	8	25	22	42	19	59	56	100	32	100

Table 23 indicates the relationship between type of training and use of training to make changes in employer institutions. Over half of the returned participants have used their training to make changes. Fifty-three percent of the private sector participants used the knowledge obtained for this purpose as compared with 60 percent of the public sector respondents. Degree training is more likely to be utilized. All public sector participants indicated that

Table 23  
Knowledge Used to Make Changes by Type of Training

Type of Training	Knowledge Acquired Used to Make Changes											
	Yes				No				Total			
	CNHE		FUNPEC		CNHE		FUNPEC		CNHE		FUNDPD	
	#	%	#	%	#	%	#	%	#	%	#	%
Degree	8	57	3	100	6	43	--	--	14	25	3	10
Non-Degree	22	52	15	56	21	48	12	44	43	75	27	90
Total	30	53	18	60	27	57	12	40	57	100	30	100

they had used their training to introduce changes, while 57 percent of the private sector participants indicated that they had done so. The difference may reflect the tendency for private sector firms to be less receptive to inputs. Many of them are family firms, whose executives may be less receptive to suggestions by employers.

Table 24 shows the impact of type of training on participant salaries. Degree training has had an important positive impact on salaries of private sector participants. Ninety-two percent of them indicate that the training has

had a positive impact. This contrasts with only 33 percent of public sector participants. In part, this undoubtedly images the financial difficulties of public sector institutions. They lack resources with which to reward their employers for additional training, despite its significance to their organizations.

Table 24  
Impact of Training on Salary by Type of Training

Type of Training	Training Led to Salary Increase											
	Yes				No				Total			
	CNHE		FUNPEC		CNHE		FUNPEC		CNHE		FUNDP	
	#	%	#	%	#	%	#	%	#	%	#	%
Degree	12	92	1	33	1	8	2	67	13	22	3	94
Non-Degree	12	27	10	34	33	73	19	66	45	78	29	6
Total	24	41	11	34	34	59	21	66	58	100	32	100

Non-degree training has considerably less impact on salaries, regardless of the sector from which participants come. Only 27 percent of the private sector participants indicated that non-degree training had any impact on their salaries, which 34 percent of the public sector employees indicated that it had a positive impact.

Table 25 summarizes the relationship between type of training and specific project objectives. Some variation in impacts by type of objective and by type of training are evident.

With regard to impact on export activities, graduate degree training appears to have had a slightly larger impact than non-degree training. One third of all degree recipients reported that they have had a major impact on export activities of their firms, whereas only 11 percent of non-degree participants reported having had major impacts. By contrast one third of non-degree participants indicated that they had no impact on export activities, as contrasted with only 17 percent of degree recipients.

Training impacts on firm productivity are more notable. Sixty percent of all respondents who undertook graduate degree training indicated that they have had a major impact on firm productivity. This is about twice the percentage of non-degree recipients who responded that they have had major impacts. All degree participants indicated that they had at least some impact on the productivity of their firms, while 20 percent of the non-degree participants indicated that they had no impact of productivity.

Data about product diversification reflect a similar pattern. Half of the degree recipients indicated that they had a major impact on product

Table 25  
Impact on Exports, Productivity and Diversification by Type of Training

Type of Training	Impact							
	Major		Minor		None		Total	
	CNHE		CNHE		CNHE		CNHE	
<u>Exports</u>	#	%	#	%	#	%	#	%
Degree	2	33	3	50	1	17	6	25
Non-Degree	2	11	10	56	6	33	18	75
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total	4	17	13	54	7	29	24	100
<u>Productivity</u>								
Degree	6	60	4	40	--	--	10	29
Non-Degree	8	32	12	48	5	20	25	71
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total	14	40	16	46	5	14	35	100
<u>Diversification</u>								
Degree	5	50	3	30	2	20	10	31
Non-Degree	7	32	7	32	8	36	22	69
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total	12	38	10	31	10	31	32	100

diversification as contrasted to only about one third of non-degree recipients. Furthermore, 80 percent of all degree recipients indicated they had at least some impact on product diversification, while slightly less than two thirds of non-degree recipients did so.

In sum, degree training has had a greater impact on employer institutions, the careers of participants and on project objectives than non-degree training. However, the differences are not marked. Private sector employees have generally had a greater impact on their employers than public sector employees, although this is only true for degree recipients. Private sector degree recipients benefitted more from training than did others. Degree training had a greater impact than non-degree training on all project objectives. However, its impact was greatest on firm productivity and least on export activity.

#### 9. Impact of Size of Firm

Size of firm was measured differently for private sector, and for public sector and NGO employers. For private sector firms, large is defined as having

a volume of business which is greater than DR\$5,000,000 per year. For other institutions, large is defined as having 20 or more employees. Use of different indicators is appropriate. Volume of business is less meaningful for public sector institutions because they are not profit oriented. It is an important indicator of private sector firm size because of their profit orientation.

In Table 26 are presented data on the relationship between size of employer institution and application of training. Public sector participants are more likely to apply knowledge gained through training than are private sector participants. Sixty-two percent indicated that they have applied over half of what they learned as contrasted with only 42 percent of the private sector participants. One third of the private sector participants applied less than half of what they learned while only 16 percent of non-private sector respondents did so.

Some variation exists those who applied over half of the knowledge they obtained through training. Eighty percent of the public sector employees from small institutions indicated that they applied over half of what they learned. By contrast, less than one third of the public sector participants from large institutions applied over half of what they learned. Less than 50 percent of the private sector participants from small and large firms indicated that they applied over half of what they learned.

Table 26  
Application of Knowledge Acquired by Size of Firm

Size of Firm	Application of Knowledge Acquired															
	Less than 50%				50%				More than 50%				Total			
	CNHE		FUNDPEC		CNHE		FUNPEC		CNHE		FUNPEC		CNHE		FUNDPC	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Small	5	36	1	6	3	21	2	14	6	43	15	80	14	27	18	58
Large	12	32	4	31	10	26	5	38	16	42	4	31	38	73	13	42
Total	17	33	5	16	13	25	7	23	22	42	19	61	52	100	31	100

Little variation exists among those who have applied less than half of what they learned. Among private sector participants, about one third of those employed by small or by large firms responded in this way, as did public sector participants from large institutions. As expected, public sector employees from small firms are the exception. Only 6 percent indicated that they applied less than half of what they learned.

Data on the relationship between size of employer institution and use of knowledge to make changes is found in Table 27. Over half of the participants used their training to introduce changes. The tendency was greatest for public sector and NGO employees. Eighty-three percent of those employed by small

Table 27  
Knowledge Used to Make Changes by Size of Firm

Size of Firm	Knowledge Acquired Used to Make Changes											
	Yes				No				Total			
	CNHE		FUNPEC		CNHE		FUNPEC		CNHE		FUNDPD	
	#	%	#	%	#	%	#	%	#	%	#	%
Small	9	56	5	83	7	44	1	17	16	30	6	21
Large	17	46	16	70	20	54	7	30	37	70	23	79
Total	26	49	21	72	27	51	8	28	53	100	29	100

institutions responded affirmatively, as did 70 percent of those from large institutions. These figures contrast with those for private sector employees. Fifty-four percent of those from large firms indicated that they have not used their training to make changes, as did 44 percent of those employed by large firms.

Table 28  
Impact of Training on Salary by Size of Firm

Size of Firm	Training Led to Salary Increase											
	Yes				No				Total			
	CNHE		FUNPEC		CNHE		FUNPEC		CNHE		FUNDPD	
	#	%	#	%	#	%	#	%	#	%	#	%
Small	4	25	3	43	14	75	4	57	16	30	7	23
Large	18	47	8	33	20	53	16	67	38	70	24	73
Total	22	41	11	35	34	59	20	65	54	100	31	100

Most participants do believe that training has not made any difference in their salaries. Data in Table 28 indicate that 65 percent of the public sector trainees and 59 percent of the private sector trainees believe that training failed to impact on their salaries. However, most of the private sector participants, who responded this way, are from small firms while the inverse is true for public sector and NGO employees. Among non-private sector institutions, large public sector bureaucracies are the most strapped for money. Among private sector firms, smaller ones may be least able to afford large salary increases because of smaller profit margins.

There appears to be little relationship between size of private sector firm and contribution to project target objectives. Data in Table 29 suggest that no relationship exists between firm size and promotion of exports. There is only

a six percent difference between those from small and large firms who report no impact. Respondents from small and large firms provided similar response patterns to questions about the impact of training. Overall, the data indicate

Table 29  
Training Impact on Exports, Productivity and Diversification by Size of Firm

Size of Firm	Impact					
	Major		Minor		None	
	CNHE		CNHE		CNHE	
<u>Exports</u>	#	%	#	%	#	%
Small	1	17	3	50	2	33
Large	3	20	8	53	4	27
Total	4	19	11	52	6	29
<u>Productivity</u>						
Small	4	40	4	40	2	20
Large	8	38	10	48	3	14
Total	12	39	14	45	5	16
<u>Diversification</u>						
Small	4	44	4	44	1	12
Large	8	35	6	26	9	39
Total	12	38	10	31	10	31

that individuals from large firms have had a slightly greater tendency to use their training to promote exports.

Training impact on firm productivity is somewhat greater than on export promotion. Forty percent of participants sponsored by small firms indicated that their training has had a major impact on firm productivity, while 38 percent of those from large firms did so. None of the differences are large for impact categories. Thus, there is little indication that size of firm is associated with use of training to increase firm productivity.

There is a tendency for employees of large firms to use their training to impact on product diversification. Only 12 percent indicated that their training



was not used to impact on product diversification, as compared to 39 percent of employees from large firms.

Apparently there are no major differences in project impact by size of employer institution. Several exceptions to this generalization are: (1) the tendency for training given to employees of small public sector institutions to have a greater impact on their employers; and (2) for training given to employees of private sector firms to have a greater impact on their personal careers.

#### 10. Impact of Location of Training

Location of training refers to whether the training was provided in the Dominican Republic or at some location outside of the country. International training is more highly valued by potential participants. However, it is less accessible to many because it generally requires more time and is more expensive.

Data in Table 30 reflect the relationship between location of training and the application of knowledge acquired through training. Exactly 50 percent of the returned participants apply over half of the training which they receive.

Table 30  
Application of Knowledge Acquired by Location of Training

Location of Training	Application of Knowledge Acquired												Total			
	Less than 50%				50%				More than 50%							
	CNHE #	FUNDPEC %	CNHE #	FUNDPEC %	CNHE #	FUNPEC %	CNHE #	FUNPEC %	CNHE #	FUNPEC %	CNHE #	FUNPEC %	CNHE #	FUNDPC %	CNHE #	FUNDPC %
Out-Country	3	12	12	11	8	32	4	21	14	56	13	56	25	45	19	59
In-Country	14	45	4	31	6	19	3	23	11	34	6	46	31	55	13	41
Total	17	30	6	19	14	25	7	22	25	45	19	59	56	100	32	100

Fifty-nine percent of the public sector participants indicate that they have applied over half of the knowledge they acquired as compared to 45 percent of the private sector participants. However, no differences exist for those receiving out-of-country training -- 56 percent of both private and public sector participants indicated that they have applied over half of what they learned. Private sector participants were least likely to indicate that they applied over half of the training they received.

Private sector participants were more likely to apply less than half of the training they receive. However, participants of in-country courses were much more likely to have applied less than half of what they learned than were out-of-country participants. This reflects the general relationship between location of training and application of training. Both private and public sector

participants were more likely to apply their training if they received it at out-of-country locations.

Similar relationships occur for use of knowledge acquired through training to make changes in employer institutions. Data in Table 31 show that over half of the participants used knowledge acquired to make changes. However, public sector participants were more likely to use the knowledge for this purpose. Seventy-three percent of public sector participants used their training to make changes as contrasted with only 53 percent of the private sector participants.

Table 31  
Knowledge Used to Make Changes by Location of Training

Location of Training	Knowledge Acquired Used to Make Changes								Total			
	Yes				No							
	CNHE		FUNPEC		CNHE		FUNPEC		CNHE		FUNPEC	
	#	%	#	%	#	%	#	%	#	%	#	%
Out-Country	15	60	14	82	10	40	3	18	25	44	17	57
In-Country	15	47	8	62	17	53	5	38	32	56	13	43
Total	30	53	22	73	27	47	8	27	57	100	30	100

Variation occurs in use of knowledge to make changes by location of training. Out-of-country training is more likely to be used for this purpose by both private sector and public sector participants. The latter are most likely to apply knowledge obtained through out-of-country training. Eighty-two percent of the public sector participants indicated that have used it in this way. By contrast, only 60 percent of the private sector participants, who received out-of-country training, did so. Public sector participants are also more likely to have used in-country training to make changes. Sixty-two percent indicated that they have already done so, as compared to only 47 percent of the private sector participants.

The relationship between location of training and impact of training on participant salaries is illustrated in Table 32. Both public and private sector participants who received out-of-country training were more likely to indicate that training had a significant positive impact on their salaries. Fifty-four percent of the private sector participants, who received out-of-country training, indicated that it had a positive impact on their salaries, as did 56 percent of the public sector participants.

An opposite pattern occurred for in-country program participants. Seventy percent of those from the private sector indicated that the training had no impact on their salaries as did sixty-seven percent of the public sector participants.

Table 32  
Impact of Training on Salary by Location of Training

Location of Training	Training Led to Salary Increase											
	Yes				No				Total			
	CNHE		FUNPEC		CNHE		FUNPEC		CNHE		FUNDPG	
	#	%	#	%	#	%	#	%	#	%	#	%
Out-Country	15	54	10	56	13	46	8	44	28	48	18	55
In-Country	9	30	5	33	21	70	10	67	30	52	15	45
Total	24	41	15	45	34	59	18	55	58	100	32	100

The relationship between location of training and impact on project target indicators appears to be equally strong. These data are presented in Table 33. Out-of-country training is more likely to impact on export promotion, firm productivity and product diversification than is in-country training.

One fourth of the respondents, who received out-of-country training, indicated that it has had a major impact on export promotion. All indicated that training has had at least some impact on export promotion. In contrast, only 8 percent of those who received in-country training indicated that it had a major impact on export activities. Half of them indicated that they were unable to use their training to impact on export activities.

A similar relationship obtains for impacts of training location on firm productivity, although it is less marked. Forty-one percent of the out-of-country participants indicated that training had a major impact on firm productivity. Only one out-of-country participant indicated that he did not use his training to impact on firm productivity. This contrasts with the in-country training statistics. Only 32 percent of the participants indicated that their training resulted in a major impact on firm productivity, while 26 percent indicated that their training resulted in no impact at all.

Impacts of training on product diversification have a similar pattern. Forty-seven percent of the out-of-country participants indicated that they used their training in ways which had a major impact on product diversification. This contrasts with only 13 percent who indicated that their training was not used to impact on product diversification. By contrast, participants who received in-country training were less likely to use it to impact on product diversification. Forty-four percent indicated that they did not use their training at all for this purpose, while only 31 percent indicated that it was used in ways which had a major impact on diversification.

Table 33  
Impact on Exports, Productivity and Diversification by Location of Training

Location of Training	Impact							
	Major		Minor		None		Total	
	CNHE		CNHE		CNHE		CNHE	
Exports	#	%	#	%	#	%	#	%
Out-Country	3	25	9	75	--	--	12	50
In-Country	1	8	5	42	6	50	12	50
Total	4	17	14	58	6	25	24	100
<u>Productivity</u>								
Out-Country	7	41	9	53	1	6	17	47
In-Country	6	32	8	42	5	26	19	53
Total	13	36	17	47	6	17	36	100
<u>Diversification</u>								
Out-Country	7	47	6	40	2	13	15	48
In-Country	5	31	4	25	7	44	16	52
Total	12	39	10	32	9	29	31	100

Data suggest that out-of-country training has a consistently greater positive impact on employer institutions, participant careers and project target objectives. For both participants who were sponsored by private and public sector institutions, out-of-country training was more frequently applied, used to make changes in employer firms, and to have favorably impacted on salaries. For private sector participants, it is more likely to be used to impact on export activities, firm productivity and product diversification.

#### PRIVATE SECTOR TRAINING (CNHE)

##### 1. Overview of Training Provided

As expected, most of the training managed by CNHE has been directed to employees of private sector firms. An estimate of the distribution of this training by subject matter areas is found in Table 34. With regard to graduate

degree training the data indicate that general training was favored over technical training. General training was distributed over marketing, management, related international business issues, and finances. Less than 30 percent of the training was dedicated to technical areas; 22 percent of the participants studied information and computer sciences and 6 percent studied industrial production.

Out-of-country short-term training was slightly more technical in content and thirty-four percent of it was in topics related to agriculture. Of agriculture-related training, only 29 percent was general or related to business and management issues. Most was related to production issues (pest control and dairy production) and to food processing. About two-thirds of the non-degree out-of-country training was related to business matters. Nineteen percent of the out-of-country training was dedicated to management and administration issues and another 33 percent to international and domestic marketing issues. Eighteen percent was provided to individuals interested in small business development. Most of the participants in this training were employed by Non-Governmental Organizations. Only 14 percent was dedicated to a specific industry -- textiles -- while another eight percent was dedicated to food industries. Only 5 percent of the out-of-country short-term training was devoted to information and computer sciences, and was distributed among technical issues related to these systems.

In-country short-term training had more technical content. However, management and marketing were also predominant topics for this training. Participants in management type courses represent about a quarter of all receiving in-country training. Twenty-one percent received training devoted specifically to management problems in the shoe industry. Another 38 percent received farm management training, while the remainder received executive management training. Thus, of the total training provided, about 60 percent was industry specific. Marketing short-courses focused on domestic and international marketing strategies and export issues. Slightly over half was devoted specifically to export issues. This is consistent with the intent of the program to promote economic growth through increasing the export of non-traditional products, many of which are agricultural. Approximately one fifth of the training provided was directed to legal issues having to do with the production and marketing of products. About one-fifth was directed to technical issues of production. One-quarter of the participants, who received this training, were instructed on techniques of product packaging. The others received training on quality control.

Most of the training provided has been short-term. However, CNHE has focused on getting their long-term participants into training programs in order to ensure that they are able to complete their programs prior to the termination of DETRA. CNHE employees indicated that they will devote considerable time during the remainder of the project to structuring and supporting short-term training courses in the Dominican Republic.

Most of the training was on general topics, related to business administration and management and marketing. Considerable attention was also given to financial constraints related to producing and marketing, particularly export marketing. This was true for all three types of training provided. However, it was most characteristic of long-term training, and least characteristic of short-term training. Several short-term courses were directed

Table 34

Distribution of Training Provided by CNHE by Subject Matter		
<u>Training Subject Matter</u>	<u>% of Type</u>	<u>% of Total</u>
<b>I. Graduate Training</b>		
a. Marketing	21	
b. Finance	16	
c. Management	22	
d. Info/Computer Sciences	22	
e. International Business	13	
f. Industrial Production	6	
<b>II. Non-Degree (Out-of-Country)</b>		
a. Agriculture		34
Business/Management	11	
Dairy Production	2	
Food Processing	2	
General	18	
Pest Control	67	
b. Business		61
Accounting	1	
Banking	2	
Finance	9	
Food	8	
International Marketing	16	
Management/Administration	19	
Marketing	17	
Small Business Development	18	
Statistics	1	
Textiles	14	
c. Information/Computer Sciences		5
Data Processing	14	
Information Systems	28	
Systems Analysis	14	
Computer Technology	44	
<b>III. Non-Degree (In-Country)</b>		
a. Management		22
Farm Management	38	
Executive Management	41	
Industrial (Shoe Industry)	21	
b. Marketing		34
Strategies	49	
Export Cost/Prices	24	
Export Promotion	27	
c. Law		22
Commercial	51	
Industrial	49	
d. Product Specific		22
Packaging	25	
Quality Control	75	

to production issues, including quality control, packaging, and pest management. Several courses were directed to specific products, including shoes, textiles, and agricultural products. Shoes and textiles represent important industries within the free trade zones. Shoes and textiles are increasingly important to the export portfolio of the Dominican Republic. Similarly, agriculture is still the predominant industry of the Dominican Republic, and agricultural products, particularly non-traditional products, are important exports. There is no indication that this training was more effective than the general training provided. This will be discussed in greater detail below.

## 2. Enterprise Training Plans

Enterprise Training Plans were discussed within the context of a firm level approach to planning. However, their quality merits additional discussion because they are a fundamental planning tool for DETRA. We indicated earlier that there is little or no relationship between ETP quality and training impact. Several reasons were cited for this, including familiarity with the planning process and the lack of seriousness with which the process of preparing the plans was undertaken.

Two characteristics of ETPs are particular importance in defining ETP quality. These are identification of major constraints to firm performance, and the training proposed to address them. ETPs prepared by employers of returned participants, who formed part of the sample survey used in this report, were ranked in terms of their identification of training needs and the consistency of proposed training with these needs. ETPs were ranked according to these attributes by the author. The relationship between them is found in the following table.\*

Thirteen of the twenty-five participants included in this analysis were sponsored by employers which had completed plans that adequately identified training needs. The firms apparently did a better job of identifying needs than they did of proposing training consistent with them. Only 7 participants (28%)

### Quality of Enterprise Training Plans

<u>Consistency of Proposed Training</u>	<u>Identification of Training Needs</u>	
	<u>+</u>	<u>-</u>
+	5 (20%)	2 (8%)
-	8 (32%)	10 (40%)

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\* - Some ETPs for specific firms were counted more than once in this table because the unit of analysis is the individual participant and there were several instances where they came from the same firm.

were sponsored by firms that proposed training plans consistent with identified needs.

Only 20 percent of the participants were sponsored by firms that both adequately identified training needs and proposed training consistent with these needs in their ETPs. On the other hand, 40 percent were sponsored by firms that did a bad job of identifying training needs and proposing training to address them in their ETPs. Thus, it is likely that training received may have not been the most appropriate to address constraints faced by sponsoring firms. In a separate analysis of ETPs, Renforth (1990) estimated that ETP information would be useful for candidate placement in only 35 percent of the cases. My estimate is somewhat higher, but may reflect the additional recent effort on the part of the CNHE management office to improve ETPs in their files.

It is not possible to measure with precision the degree to which training responded to identified training needs or the degree to which it was consistent with training plans. Plans were only required for candidates who received out-of-country training. Much of this training was general in nature, and much was for long duration. Thus, it is more difficult to identify specific facets of training and relate them to specific constraints.

However, interviews with returned participants provide some insight into the fit between training needs/expectations and training received. Several participants who attended short-courses complained about the content of the materials. Specifically, they indicated that the training may have been taken directly off shelves with little attention to adapting the content to the specific circumstances of the Dominican Republic. For example, marketing constraints and needs, policy options, modes of administration, etc. vary considerably from the U.S. to the Dominican Republic. Similarly, techniques used to prepare case studies in Costa Rica may not be the most appropriate for the Dominican Republic. Another indication of lack of fit between training plans and training received is related to degree training. In some cases, participants actually changed disciplinary fields; and in other cases they changed institutions and advisors. Whereas changes may have had a salutary effect on the quality of training received, they suggest that there was no rigorous attempt to link training needs with training programs.

In a general sense, however, training did respond to needs. Most out-of-country participants indicated that they have been able to use their training to improve the operations of their firms. Perhaps, this is the acid test for training. Many firms indicated that they cannot wait for someone to return from long-term training in order to address specific pressing problems. They indicated that they need someone immediately to address these problems. In some cases, they sent their employees for training to resolve the problems, but also hired someone from the existing labor pool to address them while the participants were in training.

### 3. Application of Training to Firms

Usefulness of training was assessed by reviewing existing documentation in the files of the USAID General Development Office and the CNHE management office. In addition, both returned participants and supervisors included in the survey



were asked to comment on it. A general summary of responses by returned participants and their supervisors is found in Table 35. It indicates that most found the training to be quite useful to their firms.

Table 35  
Usefulness of Training to Firm

<u>Responses</u>	<u>Participants</u>		<u>Supervisors</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Very	32	55	25	52
Somewhat	20	35	14	29
Marginal	6	10	8	17
None	--	--	1	2
Total	58	100	48	100

The degree of congruence in response patterns between participants and supervisors is significant because it suggests that the data are highly reliable. Over half of the returned participants and their supervisors judged the training to be very useful to the firm and the work undertaken by the participants. About one third classified the training as somewhat useful. Only 10 percent of the participants and 17 percent of their supervisors classified it as of marginal utility, and only 1 supervisor indicated that it was of no use.

Respondents were asked to discuss factors which limited the usefulness of training for the firm. Again, the responses of returned participants and supervisors were similar. At the risk of overgeneralizing their content, they are summarized in Table 36.

By far the most prevalent limiting factor cited by the returned participants was the lack of congruence between their jobs and the training which they received under the program. Some of this was due to participants having changed employment. About one third had already changed employment by the time of the interview. However, most indicated that they opted for other jobs in which they were able to use the training which they received. In fact, many indicated that the training was of great use to them in improving their job situations by changing employers.

All degree participants indicated that training was applicable to their jobs. Participants who failed to apply the training they received were mostly short-term in-country participants. The loss of return on investments is less for this type of training.

In part, the lack of fit between training and job needs may have resulted from inadequate recruitment of participants for the courses. Both supply and demand factors may have contributed to inadequate recruitment. On the supply

side, inadequate attention may have been given to describing the content of courses. This is indicated by the fact that most participants, who found the training to be inapplicable, attended the same courses. In that no ETPs were used to screen participants for short courses, firms may have had less

Table 36  
Factors Which Limit Usefulness of Training to Firm

<u>Factors</u>	<u>Frequency of Mention</u>
Course Content Irrelevant to Job (Includes Two Who Changed Jobs)	13
Lack of Resources to Promote Change	5
Rigid Firm Organization (Inflexibility)	5
Restrictive National Policies	2
Inflexible Firm Executives	2
Currently Unemployed	2
World/National Recession	2
Lack of Adequately Trained Employees	1

understanding of the fit between training provided by them and their own training needs.

Lack of resources was cited by 5 returned participants. Several indicated that it limited the ability of firms to promote organizational changes. However, most referred to changes in technical procedures, such as introducing the purchase of equipment for production purposes and computerized management systems. Typically, these responses were provided by employees of smaller firms.

Resistance to change also figured high among the reasons given for not being able to use training. Several participants indicated that firms did not make use of their management and administrative skills. In part, this may reflect resistance to change on the part of executives. This is reflected in references to lack of executive vision for the future. In some cases, it may also reflect the jealousy of other employees towards participants because they were not offered the same opportunities for training. This response was given most frequently by participants in out-of-country programs.

Restrictive national legislation and policies were cited by two of the participants. They were in reference to use of forestry products and ability to export. Several participants from smaller firms also alluded to the need for greater access to credit to support their operations. Some indicated that the government should provide greater credit opportunities, particularly for initiatives designed to increase exports. Related to this was discussion by some

of the world recession and its impact on the Dominican economy. They suggested that application of skills acquired to increase exports depends on demand increases in other nations, in addition to improved product quality and diversity.

Finally, two respondents indicated that they were unable to use what they learned because they were currently unemployed. In both cases, the respondents were females and were originally sponsored by very small firms, including the "Banca de Mujeres." This suggests that there may be a minimum firm threshold level of activity and resources required in order to ensure eventual use of training.

#### 4. Changes Made in Firms

Training impact can occur over a long period of time. Typically, impact results from changes introduced. Technical training is more likely to be short-term, whereas general training is more likely to be long-term. Short-term training is more likely to result in immediate changes of lower overall impact, while long-term training may take longer to result in changes, but of greater overall impact..

As part of the survey, returned participants and their supervisors were asked to identify changes which were made in sponsoring firms as a consequence of the training programs. Much of this information was anecdotal and meant to elaborate on responses to closed ended questions. Nonetheless, it provides a rather accurate picture of the magnitude of changes as well as the types of changes which have transpired as a result of the training.

Changes discussed by participants who participated in the survey are found in Table 37. They are classified according to marketing improvements, management improvements, and technical production improvements. The most common forms of marketing improvements are related to marketing strategies, followed by marketing operations. They were taught in short-courses in the U.S. and in the Dominican Republic. More specific marketing information was provided on agroforestry markets, market survey techniques, and marketing incentive laws. Some participants expressed frustration at their inability to translate the knowledge they gained into significant export activity. This topic was addressed in the section on factors which limit the application of training.

Several of these factors were reported to have led to important increases in marketing activity. Access to alternative sources of credit identified through training enabled several firms to increase their volume of production of export products. Participants who learned market survey technologies reported that they were able to implement them for their firms. These put their firms at a comparative advantage, particularly in domestic markets. Another participant reported that knowledge which he acquired about marketing incentive laws was used to gain access to subsidies for increased exports. As a consequence of these subsidies, his firm increased exports. Policy constraints limited the use of agroforestry market analysis techniques acquired by another participant.

The most significant response related to marketing training relates to firm activity. Many of the participants indicated that their firms were not

involved in marketing products overseas. Thus, the training was not relevant to the objective. Some of them indicated that their firms were thinking of initiating export activity. Others, worked for institutions that support export activities, such as banks and financial intermediaries. Thus, overall impact of training on export activities was limited. Changing priorities of DETRA suggest that future impact will be even more limited.

Five participants reported that the training they received had led directly to increased product diversification by their firms upon termination of the training. Several of them indicated that they had made important contacts while in the U.S. which permitted them to assess the potential demand for different products. This information was used to promote alternative products upon return.

Table 37  
Specific Changes Made in Firms as a Consequence of Training Received

<u>Types of Improvements</u>	<u>Number</u>	<u>Total</u>
<b>A. Marketing Improvements</b>		<b>17</b>
Strategy	6	
Operations	5	
Access to Alternative Financing	2	
Agroforestry Market Analysis	1	
Market Survey Technology	2	
Marketing Incentive Laws	1	
<b>B. Management Improvements</b>		<b>22</b>
Program Monitoring	1	
Personnel Selection/Management	1	
Accounting Procedures	2	
Budgeting Procedures	1	
Operational Controls	3	
Administrative Controls	7	
Decision-Making Capacity	4	
Credit Policy	1	
Project Formulation	1	
Personnel Health Programs	1	
<b>C. Technical Production</b>		<b>13</b>
Quality Control	6	
Tobacco Production	1	
Pesticide Applications	2	
Product Hygiene	1	
Cattle Feed Rations	1	
Computer Systems	2	

Management changes refer to program administration, personnel, management technologies, and policy. The most common types of change introduced were management and administrative controls. They include accounting and budgeting procedures and operational controls. In addition, several other participants introduced changes in program monitoring techniques and in project formulation. These changes resulted in increased production efficiency. Several participants introduced personnel management changes in their firms upon return. They indicated that these changes led to increased employee morale, and corresponding increased employee productivity. Several other participants reported that the training led to improved decision-making capacity which had resulted in their ability to make more timely and informed decisions. Another participant indicated that he acquired knowledge about effective credit policies. This was used to revamp credit policy for his firm, which also led to increased firm production.

Management and administrative training resulted in important changes in several participating firms. In turn, these changes led to increases in firm production, and at times to increased firm productivity. Many participants vented frustration at their inability to effect more change. Typically, the reason cited was opposition on the part of executive officers in their firms. They had become accustomed to standard patterns of administration and production.

Technical changes were less frequently introduced. The most frequent changes were related to quality control, particularly for export products. Several respondents indicated that these changes would probably result in greater volumes of export. However, one indicated that there is a time lag, and that the change would not be reflected in increased exports until greater product quality leads to increased demand for the products. Two participants indicated that they installed computer information and control systems. They resulted in improved management, production and marketing efficiency. Several other participants introduced technical changes to the agricultural production process. They were related to tobacco and fruit production. These changes reduced costs of production and improved product hygiene.

In sum, numerous changes were introduced to sponsoring firms as a consequence of training received. Changes in management techniques were most common. Changes resulted in some product diversification, although this was limited by the reduced number of firms that were actually exporting. Changes were reported to have affected domestic marketing as well as export marketing. This was particularly true for changes in production techniques. Numerous management improvements were introduced, which also contributed to export marketing through production and management efficiencies.

## **PUBLIC SECTOR TRAINING (FUNDAPEC)**

### **1. Overview of Training Provided**

As expected, most of the training provided by FUNDAPEC was oriented to public sector institutions and to Non-Governmental Organizations. The approximate distribution of this training is found in Table 38. FUNDAPEC has

given more attention to in-country short-term training than is true for CNHE. It has provided this training to 1,079 participants, or about 86 percent of the original target number. Simultaneously, it has endeavored to identify and place long-term participants in degree programs. Almost all of the 44 degree participants have either been placed, or are in English Language Training. It has also been aggressive in providing out-of-country non-degree training. To date, it has provided this training to 159 participants, or over 90 percent of the target number.

Forty percent of the long-term training has been targeted to the agriculture sector. Much of this has been used to train faculty members from institutions offering degrees in agriculture, including the polytechnic schools. Slightly over one-fourth of the degree fellowships allocated by FUNDAPEC were provided to institutions responsible for overseeing the Dominican economy. Many were provided to the Central Bank and to CEDOPEX. These institutions are charged with determining and implementing policies directly related to export activities and to domestic production. One-fourth of the fellowships were distributed by FUNDAPEC in the education sector. This sector consists of educational institutions, and institutions which administer formal education in the Dominican Republic, such as the Secretariat of Education. Most fellowships were provided to universities and to other institutions of higher education. Finally, 7 percent of the fellowships were allocated to NGO's that work in the health sector.

Out-of-country non-degree training was provided to similar institutions, all of which were public sector or NGO's. The education sector received almost 90 percent of the fellowships. Most of this training was classified as general in that it was not targeted to specific skill training. Much of this training was designed to expose university and high school teachers to alternative curricula designs, methods of teaching and administering educational institutions. A little over one fourth of the training was directed to vocational education, including agriculture and technical areas. Curriculum development and teaching methods predominated. Fellowships were designed to introduce educational administrators to alternative administrative structures and procedures. Slightly over 10 percent of the participants undertook training related to economic planning and policy. These participants were primarily from the Central Bank, ONAPLAN and other national planning institutions. Their training was designed specifically to introduce them to alternative administrative, planning and other management models. Several received short-term statistical training. One fellow studied demography and another studied international law. This training focused on technical content.

In-country non-degree training was provided to participants from several sectors. Prominent among them are education and agriculture. As was true for out-of-country training, participants from the education sector represented the largest percentage -- 47 percent. Over 60 percent of these participants received training in educational techniques, in particular curriculum development and teaching methods. Other areas in which short courses were offered included long distance education, teaching methods, and technical facets of education administration, such as registration and crediting course work. Health was the

Table 38  
Distribution of Training Provided by FUNDAPEC by Subject Matter

<u>Training Subject Matter</u>	<u>% of Type</u>	<u>% of Total</u>
<b>I. Graduate Training</b>		
a. Agriculture	40	
b. Economy	28	
c. Health & Population	7	
d. Education	25	
<b>II. Non-Degree (Out-of-Country)</b>		
a. Demography		1
b. Economic Planning/Policy		11
Administration	12	
Development	6	
General	6	
Money and Banking	52	
Planning	12	
Statistics	12	
c. Education		87
Development	3	
General	50	
Observational Tour	6	
Planning	1	
University Administration	13	
Vocational	27	
d. International Law		1
<b>III. Non-Degree (In-Country)</b>		
a. Administration		12
Public Administration	40	
Administration Techniques	20	
Project Planning/Preparation	27	
Factory Accounting	13	
b. Agriculture		17
Farm Management	36	
Cattle Management	17	
Pesticide Management	31	
Forestry/Soil Conservation	16	
c. Education		47
Teaching Methods	4	
Registration Methods	12	
Educational Credit	6	
Technical Education	63	
Long Distance Education	15	
d. Health (Sexual Diseases)		23
e. Industrial Law		1

sector which provided the next largest number of in-country trainees. About one-fourth of the total received training about communicable sexual diseases, including AIDS. This training was provided to elementary and secondary school teachers, on the assumption that they would transmit this information to their students. Seventeen percent of the short course participants attended courses in agriculture. Most of the training provided to them was in management, with much of this training being focused on technical aspects of production. Sixteen percent of these participants received training in natural resource conservation and management. Slightly over 10 percent of the short course training was provided in administration and planning. Most participants came from planning institutions in the public sector, such as the Central Bank. Finally, a small class received training in industrial law, which focused on legal aspects of international trade.

Much of the training provided by FUNDAPEC was either designed to strengthen the policy and implementation frameworks that impact on industrial and agricultural production, particularly as it relates to non-traditional exports. A conscious attempt was made to invest heavily in the Central Bank and CEDOPEX. In addition, resources were selectively channelled to institutions of higher agricultural education in order to promote quality training and research in this sector. These activities were complementary to training which was provided by CNHE to private sector institutions which are engaged in production activities. A conscious attempt was also made to invest heavily in the education sector. FUNDAPEC's policy is to give priority to investments in trainers of trainers. Unlike CNHE, FUNDAPEC also allocated significant resources to the health sector. This was in response to changing priorities for DETRA as signaled in Amendment #4.

## 2. Institutional Training Plans

As was indicated in the previous section on private sector training, training plans have already been discussed within the context of an institutional level approach to planning. These analyses indicated that the relationship between training utility for the employer institution and quality of training plan is stronger for public sector institutions, perhaps because of their high level of quality. Some indication of the validity of this claim is given in the following table which relates identification of training needs and consistency of proposed training found in training plans prepared by public sector and NGO institutions. Training plans included in this analysis were prepared by employers of participants who formed part of the survey used for this report.

### Quality of Institutional Training Plans

Consistency of Proposed Training	<u>Identification of Training Needs</u>	
	<u>+</u>	<u>-</u>
+	7 (44%)	--
-	2 (12%)	7 (44%)



Data suggest that these institutional training plans are indeed of higher quality. Forty-four percent were ranked high on the identification of training needs to address institutional constraints and on the consistency between these needs and proposed training. This is over twice the number present for private sector participants. On the other hand, public sector institutions also prepared a higher percentage of training plans that did a poor job of both identifying needs and proposing training. In other words, public sector training plans were likely to be either good or bad, while those from the private sector were more likely to be average. Public sector institutions probably prepared good plans in response to requests from other funding institutions, and were merely adapted to the needs of DETRA.

Overall, institutional training plans for 9 of the 16 participants (56%) were rated high on identification of training needs as compared to 52% for firm sponsored participants. Seven (44%) were ranked high on the consistency between their proposed training plans and the training needs which they identified. This compares to 28% for firm sponsored participants.

As is true for the private sector, it is impossible to measure with precision the degree to which training provided responded to identified training needs or the degree to which it was consistent with training plans. However, anecdotal information from returned participants suggests that the same rationale applies for this sector. Much of the training did not directly address problems in the Dominican Republic. Short courses tended to be off shelf items, with little content bearing directly on the Dominican Republic's circumstances, or those of their employer institutions. Long-term training was too general to address directly specific problems identified in the training plans. Public sector and NGO training plans tended to identify general problems in administration and management, as well as instructional needs. This was less true for private sector firm plans.

Financial problems confronting large public sector agencies, such as the State Secretariat of Agriculture (SEA) and the State Secretariat of Education and Fine Arts (SEEBAC) are becoming greater. The ability to apply training upon return may depend more on the current financial and morale conditions of these agencies than the fit between training provided and original training plans. Participants, who are sponsored by relatively smaller, more serious public sector institutions, such as the Central Bank and CEDOPEX, may have less of a problem. The same is true for participants who are sponsored by NGOs such as institutions of higher education and local and regional development associations. Much will depend on the adequacy of their funding levels.

### 3. Utility of Training to Employer Institutions

Public sector institution and NGO returned participants and supervisors were also asked to discuss the usefulness of their training. A summary of their responses is presented in Table 39. These data were gathered for only 57 percent of the respondents and 64 percent of the supervisors. In part, this low response rate reflects the difficulties which we encountered in locating returned participants and their employers. The rate of change in jobs was greater for them than it was for participants sponsored by private sector institutions. In part, this may suggest that overall use of training was lower for these sectors.

Table 39  
Usefulness of Training to Employer Institutions

<u>Responses</u>	<u>Participants</u>		<u>Supervisors</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Very	8	42	10	48
Somewhat	9	47	9	43
Marginal	2	11	2	9
None	--	--	--	--
Total	19	100	21	100

Data provided by those who responded, however, indicate a level of utilization similar to that found in the private sector. Those who returned to their jobs apparently found their training to be just as useful. A greater percentage had undertaken out-of-country training and many were associated with educational institutions. Slightly less than one half of the participants and their supervisors indicated that training received was very useful to the employer institutions, and about the same percent indicated that it was somewhat useful. Only 11 percent of the participants and 9 percent of their supervisors indicated that training was of marginal use. None of them indicated that it was of no use.

Factors which limit the usefulness of their training to their employer institutions are summarized in Table 40. Unlike private sector participants,

Table 40  
Factors which Limit Usefulness of Training to Employers

<u>Factors</u>	<u>Frequency of Mention</u>
Lack of Resources to Promote Change	8
Course Content Irrelevant to Job	6
Rigid Bureaucratic Structure	3
Highly Centralized Decision Making	1
Discontinuity in Programs	1

the most prevalent reason given for inability to use knowledge acquired through training was lack of resources possessed by employer institutions. This, in part, reflects the decision by the current government to reduce investments in the public sector. In part, it also reflects a hesitancy on the part of international donors to invest in this sector. This explains why several respondents cited a lack in continuity of technical assistance programs. In part, the programs which they support through their institutions are dependent on outside funding.

Not all public sector institutions are bereft of resources. In fact, the Central Bank and other organizations that promote exports, such as CEDOPEX, have resources with which to work. None of the participants from these institutions cited a lack of resources as a limiting factor. In particular, these participants were able to introduce important alternative management systems and to put new ways of formulating, monitoring and evaluating projects into practice. These will be discussed in a later section of this report.

Public sector participants also frequently referred to a discrepancy between the training which they received and the functions which they exercise in their jobs. As was true for the private sector, both supply and demand factors probably explain this response pattern. This response was more frequently given by individuals who attended short-courses in the Dominican Republic. Courses may not have been adequately described to potential participants from the public sector and from NGOs, in the same way as for private sector participants. In other cases, employers may have perceived these courses as rewards to their employees -- opportunities to do something different and incentives to remain in their jobs. On the other hand, public sector institutions may have less well defined the training needed for their employees. The reduction in resources available to them has been accompanied by a decline in programming and identification of human resource development planning. This is particularly true for larger agencies, such as the State Secretariat of Agriculture (SEA) and the Secretariat of Education (SEEBAC).

Several participants also cited the highly bureaucratic structure of their employer institutions. This is associated with highly centralized decision making, and the inability to promote change at lower levels in the structure. Participants who cited this limitation had typically participated in overseas training programs which focused on alternative organizational and management models. Typically, they occupied positions below the top echelon of the authority structure of their institutions.

In sum, the major factors which limit usefulness of training in the public sector and related NGOs are similar to those limiting usefulness in the private sector. However, the degree to which they are emphasized varies somewhat. Resource constraints are more marked in the public sector. Economic recession and policy constraints are of less concern because these institutions are not directly involved in production activities.

#### 4. Changes Made in Employer Institutions

Responses given by interviewees in the survey which we conducted of returned participants to questions regarding training impact are summarized in Table 41.

As was true for private sector sponsored participants, they are summarized from anecdotal information provided by returned participants when they were asked to elucidate on impact questions.

Consistent with the character of training provided to public sector and NGO participants, most of the changes which they introduced were related to administration and management, which was the focus of most of the training provided to them. Personnel management changes were most frequently cited. These participants returned with new ideas about how to involve personnel in decision making processes. Several have instituted practices which represent decentralized decision making and reported on the positive impacts which this model has had on employee productivity. Related to this, others cited their improved ability to make decisions, based on factual data about market characteristics. One participant indicated that he had improved his leadership style by becoming more inclusive in defining goals and in making decisions. Five participants indicated that they had made changes in their own administrative styles, most specifying that these changes represented a greater appreciation of contributions by other members of the organization.

Table 41  
Specific Changes Made in Institutions as a Consequence of Training Received

<u>Types of Changes</u>	<u>Number</u>	<u>Total</u>
<b>A. Management</b>		<b>34</b>
Administrative Capacity	5	
Personnel Management	6	
Accounting Skills	2	
Decision-Making Capacity	3	
Planning Capacity	3	
Budgeting	2	
Financial Controls	5	
Leadership	1	
Production Efficiency	1	
Project Formulation/Evaluation	5	
Program/Project Analysis	1	
<b>B. Technical</b>		<b>5</b>
Pesticide Applications	1	
Fruit Production Technology	1	
Animal Ration Formulas	1	
New Teaching Methods	2	
<b>C. Policy</b>		<b>2</b>
"Canasta Familiar" Analysis	1	
Responsiveness to Private Sector		
Needs in Higher Education	1	

These changes have resulted in more efficient and effective management. Although some registered frustration with the slowness with which they were able to institute changes, it may be concluded that the barriers to change are more bureaucratic than personal, as was not the case with private sector firms. That is, changes were less often resisted by persons who felt that they had direct interests in maintaining the status quo, and the authority and economic base to directly oppose them.

Changes in organizational procedures were also introduced. They have directly impacted on organizational efficiency. Among the most frequently cited are financial controls and project formulation and evaluation techniques. Several Central Bank sponsored participants indicated that they learned techniques which made it possible for them to recommend more effective controls over and to assess more effectively the financial conditions of banks in the Dominican Republic. Another indicated that he learned models which he was using to help restructure the financial system of the Dominican Republic. Several indicated that they had improved techniques of project formulation and evaluation. They considered these to be essential tools for their organizations. However the impact of these changes in terms of organizational output are debatable because of the reduced funding available to most public sector institutions. Yet others indicated that they had improved accounting and budgeting procedures.

Technical changes, which are more directly related to production, were also cited. They were all related to the agriculture sector and paralleled those cited by private sector participants. A university professor indicated that his graduate training had enabled him to apply new fruit production technologies in his research and in his interaction with clientele. He also indicated that this knowledge was incorporated into his classes. Several higher education professors indicated that they had learned new teaching methods which they were applying at their institutions. In addition, several employees of non-governmental organizations indicated that they were experimenting with new modes of pesticide application and animal ration formulas, which have led to improved product quality and safety. Invariably, these respondents indicated that the changes which they introduced to their organizations and programs of work have led to more effective performance of their tasks and higher quality outputs from their employer organizations.

Two respondents discussed outcomes of their training which have a broader impact on the general public and on private sector firms. An employee of the Central Bank indicated that he had used knowledge gained to help redefine the "Canasta Familiar" for the Dominican Republic. These inputs were directly related to government policy related to urban and rural poverty and programs which address poverty groups. Another participant indicated that he used teaching and research methodologies obtained through his training to better relate these activities and the programs at his institution to the needs of the Dominican private sector.

To summarize, important changes have been introduced in public sector and Non-governmental Organizations as a result of training provided through DETRA. The greatest impact has been on management and administrative procedures in these organizations. Some have decentralized decision-making procedures and improved

*Is this  
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personnel relations. Others have experienced change in operational modes of accounting, project formulation, project monitoring and evaluation, etc. These changes have been most marked in smaller institutions, with budgets which permit them to carry out project activities and with organizational structures that are still sufficiently flexible to permit change to occur. Technical changes have led to increased organizational output. However, these were also more true of Non-Governmental Organizations than of larger state bureaucracies. Returns on investments have been greater for smaller institutions that depend, at least in part, on sources other than the government for support.

### MAJOR RECOMMENDATIONS FOR FUTURE PROJECT DESIGN

Several major implications emerge from the analyses conducted in this study. They are relevant to the design of future training programs, especially those which may be patterned after DETRA.

#### (1) Focus and Concentrate

Future training programs should implement the focus and concentrate strategy evident in defining mission priorities. Focus refers to the need to identify a limited number of sectors in which to invest resources. Concentrate refers to the need to limit the number of institutions in which the investments are made within these sectors. DETRA focused on individual firms and institutions, and used training plans as the fundamental design mechanism to determine the types of long-term training that were to be provided under the program.

Detailed analyses of the use of ETPs indicated that they made little difference in program impact. The quality of ETPs and the design of training consistent with problems identified in ETPs had little or no bearing on impact resulting from the training. Discussion revolved about the positive and negative features of ETPs. Factors which are not inherent to ETPs themselves limit their usefulness. The tendency for one quarter or more of the participants to change jobs shortly after returning from the training is one such factor. Another is the fact that some sponsoring firms went out of existence while some were in training.

Still other factors related to the attitude of sponsoring institutions about the program are important. Many firms tended to view the training as an expense rather than an investment in the future through human resource development. Others were disinclined to sponsor participants, other than family members, for long-term training. In some cases, firms recommended individuals who were not appropriate for long-term training, either because of academic ability or because their jobs did not fit needs identified in the training plans. A more detailed discussion is found in the text.

In implementing the focus and concentrate strategy, care should be taken to spread some resources beyond identified sectors or subsectors. The strategy should include investments of major portions of available resources in specific sectors or industries, but also offer resources to institutions and firms in other sectors. The program will be more acceptable if it is not judged to be exclusive by Dominican society.

### **(a) Degree Training**

Based on foregoing analyses it is recommended that future graduate degree training programs focus on industries or sectors rather than institutions. This will require that priority training needs for the selected industries or sectors be identified a priori. However, it has several advantages over the firm level approach. First, it allows for mobility among firms or institutions in the sector, including mobility from the public sector and NGOs to private firms and vice versa. As revealed by our survey of returned participants and other data sources, this is occurring with some frequency. Second, it relieves firms from having to pay salaries and other training related expenses which lead them to view training programs as costs, rather than investments in the future. Third, it would allow the program to identify and invest in the best and the brightest, regardless of who might be sponsoring them. Fourth, it would allow firms to keep their vital personnel in place to address issues, rather than losing them for long periods of time. Fifth, greater control could be exercised over selection of candidates on the basis of ability to finance their own education. Finally, it would relieve the firms and public sector institutions from the onus of having to prepare training plans which many view as a program requirement, rather than an important planning tool.

Indications are that future training may be more oriented to public sector and NGO institutions -- particularly that related to democratic initiatives and health and population. Public sector institutions may already have training plans in place, whereas small NGOs may not perceive a need for long-term training.

### **(b) Non-degree training**

Based on the foregoing analyses, it is recommended that a firm or institution focus be maintained for short-term, non-degree training. Much of the short-term training provided, particularly technical training, was not perceived by participants to be relevant to their jobs. In part, this may have been the result of presenting off the shelf repetitions, rather than customized content, particularly for overseas courses.

Implementation of this focus will require that attention be given to the following activities: (1) training needs assessments; (2) identification of participants; (3) selection of participants; (4) training program design and delivery; and (5) program evaluation.

**Training needs assessments** - Needs studies by sectors are of great use in defining priority training needs. However, they do not necessarily lead to program which impact back on firms or institutions in the sector. In order for this to happen, the institutions must be engaged in the process of need identification. To date, many of the courses have been designed to address sector needs, but content has been general rather than specific. This has given leeway for more participants with diverse needs to participate. However, several of the courses have not provided them with training specifically applicable to their jobs. More attention should be given to identifying specific industry or firm needs, particularly when addressing technical shortfalls in them. This may result in small classes, but greater relevancy, and application to the job.

**Identification of participants** - Most short-course participants learned about them through mass media. Advertisements are directed at individuals rather than employers. It is suggested that greater attention be given to firms and other employers in the future. That is, once courses have been defined, the nomination process should begin by soliciting employer institutions to nominate individuals for short-courses. Nominations should be tied to specific technical, management, or administrative constraints identified by the nominating institutions.

**Selection of participants** - Procedures currently in place appear to be adequate. Selection criteria should include (a) applicability of course content to employer institution activities; (b) likelihood that institutions will improve productivity and/or efficiency through training; (c) fit between candidates job responsibilities and course content; and (d) time of candidate affiliation with firm.

**Training program design and delivery** - Short courses should be designed to address specific constraints encountered by industries or subsectors, as articulated by specific firms, NGOs or subunits within government agencies. Renforth reported that several factors can contribute to this process, including identification of a wider range of training providers, greater emphasis on production topics, industry focus and customized programs that respond to specific industry needs.

**Program evaluation** - A feedback loop should be maintained on short courses offered. Ideally, employer institutions and participants would be contacted shortly after terminating training programs to assess their impressions regarding course relevance. This follow up should not be conducted by the organizations who presented the courses. Rather, the implementing entity or a contract firm should conduct the course evaluations. Information should be fed back into programming of future short courses.

## **(2) Definition of Training Priorities**

Several sources of information are available to help identify training priorities. DETRA was designed to support the overall USAID Mission project portfolio. At this has changed over time, DETRA has also changed to address new priorities and needs. Given that this will continue to occur, the most obvious point of departure should be Mission strategy statements and action plans. These define the key sectors in which the mission intends to be involved, and in some cases, the institutions with which it intends to work. Assuming continuity in Mission priorities, identified sectors will include those which have been given attention by DETRA. This will maximize the impact of training already provided.

Once sectors have been defined, inputs should be sought from participants in these sectors regarding key institutions and training priorities within them. Eventually, they should be organized into industry or subsector training plans. Several sources of information can be used to identify the training needs. First, a panel of experts from each industry or subsector could provide their interpretation of major manpower constraints to increased production efficiency, market responsiveness, and overall productivity. The panel members should be selected jointly by USAID personnel and key Dominican leaders, such as the



president of the National Council of Businessmen. Second, existing sector assessments and other similar documentation should be reviewed. Third, a survey of needs should be conducted. Ideally, this would focus on institutions (firms, NGOs, government agencies) that are likely to participate in the training program. Leaders of these institutions should be asked to identify what they consider to be their major manpower constraints. Fourth, training being provided by other donor and by national institutions should be reviewed, and appropriate training niches for DETRA identified.

In effect, these sets of information can be compared with one another to identify manpower constraints and related training needs. Key constraints should be identified by all three sources of information.

### **(3) Types of Training**

It is recommended that an appropriate mix of long-term and short-term training, management and administrative and technical training, and in-country and out-of-country training be identified. This analysis and decision making process should take into account past returns to training, training being provided by other institutions, and effective employer and individual demand. The survey, which formed a background for this report, indicated that out-of-country, long-term, general training was in greatest demand by individuals, and that it yielded the greatest returns to individuals and to their employer institutions. However, numerous factors dictate that greater attention be given to short-term, technical, in-country training.

### **(4) Project Implementation**

It is recommended that only one organization be contracted to implement future training programs. Involvement of two organizations is excessively costly, hampers coordination of activities, duplicates key functions, and increases management inputs. Deciding which organization to select will depend on several factors, including relative emphasis of the training program, past experience, ability of organizations to handle diverse types of training, and ability to meet reporting requirements.

Relative emphasis of training program refers to sectors which will be involved and emphasis to be given to public sector versus private sector and other non-governmental organizations. If most training is to be provided for private sector institutions, a private sector implementor should probably be identified. If most training is to be provided for public sector institutions, a public implementor should probably be identified. In either case, it is recommended that the implementing agency be structured to include individuals, and perhaps subdivisions, which can give particular attention to sectors which they are less able to handle. For example, a private sector implementor should consider structuring a separate division to coordinate public sector training, and hire individuals with experience in that sector to do so, or vice versa. This structure will facilitate coordination of private sector and public sector investments, thereby maximizing training impact.

Several organizations have considerable experience in managing USAID training programs. They required investments of time and resources. It is

recommended that one of these experienced organizations be selected to manage future programs in order to capitalize on earlier investments and accumulated experience and networking. At the top of the list should be offices within CNHE and FUNDAPEC that implement DETRA.

Ability to handle diverse types of training refers to the experience which organizations may have in dealing with long- and short-term training, in-country and international training, general and technical training, and diverse sponsoring institutions. Many institutions may qualify based on past experience. Perhaps the key criterion should be the ability of the institutions to work equally well with private sector firms, non-governmental organizations and public sector institutions.

Ability to meet USAID reporting requirements is becoming increasingly important. Identification by the Agency of management as a key initiative underscores the importance which is being given to all facets of accountability. It is recommended that the selected organization have a track record of adequate reporting and record keeping. Ideally, this would be buttressed by understanding of the use to which reports and records are put by the Mission.

#### **(5) Follow On Activities**

Greater attention should be given to project activities which imply follow up on previous training. First, future training might consider additional training for individuals who were involved in previous training activities. For example, participants in previous short-courses might be considered for eventual long-term training; and recipients of long-term training might be considered for follow up short-term training. The underlying principle would be to maximize impact by building on previous investments. Less specific follow on activities might also be considered, including newsletters and reunions of former participants. Attention might be given to follow on activities being provided by USAID Missions through CLASPs.

**APPENDIX**

## ATTACHMENT I

SCOPE OF WORK**Strategic Impact Evaluation of the Development Training Project**

**Background:** The Development Training project (517-0216) was authorized by USAID/Dominican Republic in 1986 at a funding level of \$7 million. The project goal was to "improve the human resource base required for private sector growth and development." The project purpose was to "increase the number of trained professional, technical, and managerial personnel needed to meet the manpower demands of an export-oriented economy." The planned outputs were 8 Ph.D. level programs for university faculty members, 55 Masters level academic programs, and 250 persons attending short-term technical programs. All training was to take place in the U.S. or third countries and, with the exception of the university professors, all participants were to be from private sector, export-oriented companies.

The project was amended in 1988 to add an additional \$8 million worth of funding, for a total of \$15 million, and expand the project purpose to allow training of employees of public sector and non-profit organizations and to include opportunities for in-country training. The estimated total number of Master's level training increased to 90 and overseas short-term trainees increased to 100. An estimated 80 in-country workshops were envisioned, with an average attendance of 30 persons.

The project design specifies that all training must not only be in priority CDSS fields, but also that it be planned in the context of organizational training needs. Each participating firm or institution was expected to complete an Enterprise Training Plan (ETP), an analytical review of training needs upon which to base a training plan. A mid-term evaluation in 1990 concluded that the ETPs were difficult for most firms to complete adequately and that for the majority of participants they were considered to be an application requirement rather than a planning tool. Some changes were made in the ETP process after this evaluation.

**Objective of the Study:** The study is a strategic impact evaluation, the objective of which is to provide useful insights about project strategy and design in the context of project objectives. Therefore, the purpose of the study is not simply to measure impact as an exercise in accountability, but rather to identify factors which are more likely to result in discernable impact. The results of the study will be used to develop future training strategy and project design.

The evaluation is to assess the effectiveness of the project strategy, design, and implementation in achieving project objectives of increasing private sector-led export growth, improving firm productivity, and increasing agricultural diversification. Project impact will be assessed on two levels--(1) trainees' achievement of their specific objectives for using the training in their employer organization and (2) resulting changes in the organization that contribute to the project goals.

Scope of Work: The evaluator will draw upon primary and secondary data from this project and his/her professional judgement based on experience to answer the following questions.

## I. General Questions

### A. Project Strategy.

1. The project design specifically focuses training in the context of organization or firm level planning.. What has been the project experience with this approach in terms of both implementation and impact? What are the advantages, disadvantages, and tradeoffs of this approach compared with a project focus on either individuals or industries?

2. Although not specified in the purpose statement, the project paper states that the project was intended to train a "critical mass" of individuals, thereby affecting export levels and agricultural diversification. Although not feasible on a national level, some potential may exist for doing so on a industry or firm level. Is there any evidence that this was attempted for any particular firms or industries or that it would be a significant factor in project success.

B. Design and Implementation Do any of the following factors substantively improve the rate of utilization, impact of training, or contribution to project objectives:

- sector of employment (private, public, NGO)
- clearly defined enterprise plan developed with management support
- training program that clearly responds to training needs
- high level of satisfaction with the training provided
- specificity of training program (general survey vs product or industry specific technical training)
- nature of training provided (management-administrative, technical production)
- length and type of training (academic--long-term, technical--short-term, seminars)
- organizational characteristics of firms or institutions likely to use training.

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Page 6 of 9  
(Attachment I)

## II. Specific Questions

### A. Private Sector Training (CNHE)

1. Analyze the training provided by industry, technical area, type of training (academic, short-term technical, in-country seminar) and nature of programs (general survey vs specific technology). Discuss the training provided to specific industries in the perspective of the overall industry size (number of firms, etc).

2. Did the enterprise training plans identify specific problems to be resolved or specific applications for the training? Did the training programs respond to this expressed need?

3. Do the trainee, his/her supervisor, and the employer believe that the training has been useful for the firm? What factors have supported or inhibited the application of the training?

4. What specific changes have firms made in management, marketing, technical production, or other areas that can be attributed to some degree to the training? Have these changes had any direct impact on the firm's existing or potential export business, productivity, employment, diversification, or profitability?

5. How do the current export and production levels of participating firms compare to the baseline information collected in the application form? Review these changes in the context of overall national economic and export indicators for the period of time.

6. Compare the relative applicability and utilization of general training, industry specific training, management training, and technical training.

### B. Public Sector Training (FUNDAPEC)

1. Analyze the nature of training provided by sector, organization, type of training (academic, short-term, in-country), and nature of programs (general vs specific technical).

2. Did the institutional training plans identify specific problems or ways to use the training? To what degree was the training received related to the training plan?

3. Do the trainee, his/her supervisor, and the employer believe that the training has been useful for the firm? What factors have supported or inhibited the application of the training?

PIO/T No. \_\_\_\_\_  
 Page 7 of 9  
 (Attachment I)

4. What specific changes have the institutions made in management, efficiency, policy, or other areas that can be attributed to some degree to the training? What impact can be attributed to these changes that would support national export or production?

5. Compare the relative applicability and utilization of general training, industry specific training, management training, and technical training.

### **Methcdology**

Approach. The analysis is expected to follow the following logic to interpret results.

Assumption - An effective training program consists of:

- Organizational training needs clearly analyzed and identified by company management, and
- Identified training needs effectively incorporated into the individual training plan, and
- A qualified training institution provides a high quality training program the meets the specific needs of the group, and
- The trainee and his/her employer agree that the training was generally beneficial and can identify specific changes in company operation, management, or strategy introduced as a result of the training. and
- The changes contribute to either current or potential future increases in productivity or export sales.

### **Expected Procedures**

The contractor will:

- a. Review project documentation and files and interview the responsible personnel at A.I.D., CNHE, and FUNDAPEC.
- b. Identify representative samples of trainees consistent with the following categories:

Sector of employment (public, private, NGO)  
 Type of training (academic, technical, in-country)  
 Nature of technical training (general survey, product or industry specific)  
 Gender of trainee

PIO/T No. \_\_\_\_\_  
Page 8 of 9  
(Attachment I)

While the sample should in general be a random stratified sample, it should include some examples of what the mission and local contractors believe to be exceptionally well planned ETPs.

- c. For each of the selected trainees, the evaluator will review all file documentation and make a judgement about the quality of the needs analysis, relationship of training actually provided to the needs analysis, quality and appropriateness of the training (based on participant satisfaction measures), and qualifications of the trainee. All of this data will be incorporated into the analytical framework.
- d. Develop appropriate interview instruments and evaluation formats for review by AID, CNHE, and FUNDAPEC. The survey should be a mixture of direct questions (fact), scaled responses, and open-ended questions.
- e. Conduct personal interviews with returned participants, their supervisors and or employers, and any other individuals who developed the original training plan. The evaluator will hire local interviewers as needed to complete the interviews on schedule.
- f. Tabulate and analyze the data gathered and present a draft report to the USAID, CNHE, and FUNDAPEC.
- g. Upon receipt of review comments, revise the draft and present a final draft to the mission.



Doc. 4094A

PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

Life of Project : \$9.1 million  
Total U.S. Funding: \$7.0 million  
Date Prepared : 6/23/86

## Project Title &amp; Number: Development Training (517-0216)

Narrative Summary		Objectively Verifiable Indicators	Means of Verification	Important Assumptions
A.1 Goal To improve the Human Resources base required for private sector export-led growth and development.	A.2 A trained pool of professional managers and technicians in key sectors of the economy.	A.3	A.3	A.4
B.1 Purpose To increase the number of trained professional, tech., and managerial personnel needed to meet the manpower demands of an export-oriented economy.	B.2 End of Project Status	B.3	B.3	B.4
C.1 Outputs	C.2 Output Indicators	C.3	C.3	C.4
D.1 Inputs	D.2 Budget (\$000)	D.3	D.3	D.4

## D.1 Inputs

## 1) Training

## 2) Project Administrative Costs

## 3) Project Evaluation/Audit

## D.2 Budget (\$000)

## AID

## MCC

5,461,700

2,100,000

1,403,300

303,000

85,000

-

7,000,000

2,403,000

## D.3 AID Records Counterpart Records.

## D.4

- Availability of AID funds
- Availability of local currency counterpart organization.

PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

Life of Project : \$12.7 million  
Total U.S. Funding: \$ 9.5 million  
Date Prepared : August 1, 1988

Project Title & Number: Development Training (517-0216) Amendment

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions																												
<b>A.1</b> Goal To improve the Human Resources base required for economic growth and development.	<b>A.2</b>  A trained pool of professional managers and technicians in key sectors of the economy.	<b>A.3</b> 1) Reports of the Central Bank and IBRD 2) IMF Economic Memorandum 3) Reports by the National Council of Businessmen (CNBE).	<b>A.4</b> - Private sector willing to re-orient its activities - GOOR will support export-led growth with appropriate policies - Political stability and economic growth will continue.																												
<b>B.1 Purpose</b> 1) To increase the number of trained professional, tech., and managerial personnel needed to meet the manpower demands of an export-oriented economy. 2) To improve the efficiency and productivity of the private and public sector institutions and organizations supportive of USAID's strategy by providing training to Dominicans already employed.	<b>B.2 End of Project Status</b> 1) Improved productive capacity and expanded export marketing in the participating enterprises. 2) Improved graduate-level curriculum in the priority areas of study related to private sector economic development. 3) Improved and more effective private sector communications network to plan and coordinate training requirements at the national level and for the individual firm. 4) Improved communication channels between private and public sectors.	<b>B.3</b> 1) Records of AID and the training organizations 2) Participant tracking systems 3) Project evaluations.	<b>B.4</b> - Private sector firms recognize need for upgrading of employee skills. - Employees view further training as factor in job enhancement - Certain public sector institutions supportive of private sector growth.																												
<b>C.1 Outputs</b> 1) Long-term Graduate Trng. in the U.S. and third countries; 2) Short-term U.S. and 3rd. country training. 3) In-country seminars and workshops.	<b>C.2 Output Indicators</b> 1) An estimated 90 private sector and public sector employees trained at the Master's level in the U.S. or Third Countries 2) Some 400 employees sent for short-term U.S. or 3rd Country courses or observational programs. 3) Approximately 2000 Dominicans attending in-country seminars and workshops.	<b>C.3</b> 1) Reports from the universities & training institutions 2) Feedback from students 3) Feedback from firms 4) Contractor's reports 5) Participant tracking system.	<b>C.4</b> - Private sector firms will financially support employees in training. - Availability of qualified candidates. - Local institutions have facilities and capabilities for organizing seminars and workshops.																												
<b>D.1 Inputs</b> 1) Training a) U.S. IT b) U.S., 3rd Country ST and in-country c) ELT 2) Project Management	<b>D.2 Budget (\$000)</b> <table><tr><th></th><th>AID</th><th>HCC</th><th>TOTAL</th></tr><tr><td>1)</td><td>7,675</td><td>2,100</td><td>9,775</td></tr><tr><td>a.</td><td>4,500</td><td>1,000</td><td>5,500</td></tr><tr><td>b.</td><td>3,025</td><td>1,000</td><td>4,025</td></tr><tr><td>c.</td><td>150</td><td>100</td><td>250</td></tr><tr><td>2)</td><td>1,825</td><td>1,100</td><td>2,925</td></tr><tr><td>Total</td><td>9,500</td><td>3,200</td><td>12,700</td></tr></table>		AID	HCC	TOTAL	1)	7,675	2,100	9,775	a.	4,500	1,000	5,500	b.	3,025	1,000	4,025	c.	150	100	250	2)	1,825	1,100	2,925	Total	9,500	3,200	12,700	<b>D.3</b> AID Records Counterpart Records.	<b>D.4</b> - Availability of AID funds - Availability of local currency counterpart funds. - Continuation of in-country ELT program.
	AID	HCC	TOTAL																												
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INSTITUTO SUPERIOR DE AGRICULTURA  
CENTRO DE ADMINISTRACION PARA EL DESARROLLO RURAL

RESULTADOS DE ENCUESTAS PROGRAMA DE ENTRENAMIENTO DETRA

REPORTE PRELIMINAR

8 de Julio de 1992

## Introducción

El Instituto Superior de Agricultura (ISA) fue subcontratado para trabajar en el estudio sobre la Evaluación del Impacto estratégico del Proyecto de Entrenamiento para el Desarrollo financiado por la Agencia Internacional para el Desarrollo y ejecutado por El consejo Nacional de Hombres de Empresas (CNHE) y la Fundación APEC (FUNDAPEC). El objetivo de este estudio es el de suministrar informaciones que permitan identificar aquellos factores que puedan resultar en un mayor impacto del proyecto.

Las reponsabilidades del ISA dentro del estudio incluían

- a) Preparar y reproducir los borradores finales de los cuestionarios a ser aplicados a los participantes de los programas de entrenamiento y a su supervisores.
- b) Administrar el cuestionario a una muestra predeterminada y que fue seleccionada de los participantes en los entrenamientos de largo plazo, corto plazo en el extranjero y corto plazo en la República Dominicana.
- c) Codificar los datos y archivarlos en computadora personal.
- d) Proveer análisis estadísticos de los datos que consisten en: frecuencias y porcentajes, así como tabulación cruzada y,
- e) Proveer un análisis preliminar de los resultados.

En este primer informe se reporta el proceso de recolección de las informaciones, así como un análisis preliminar de los resultados de las encuestas aplicadas a los participantes y supervisores.

### Selección de la Muestra.

La metodología que se empleó para seleccionar a los participantes del Programa de Entrenamiento DETRA a ser entrevistados fue la de Muestra al Azar. Se seleccionaron al azar un número de participantes atendiendo al sector a que pertenece la empresa/institución que lo presentó al DETRA (agricultura, economía, salud, educación); el tipo de empleador (empresa privada, gubernamental, ONG); y sexo del participante (hombre, mujer).

La muestra también se seleccionó considerando el tipo de entrenamiento recibido (corto plazo en Rep. Dom., Corto plazo en E.E.U.U. o Centro América, largo plazo en E.E.U.U); y la institución que ejecutó el programa de entrenamiento (CNHE y FUNDAPEC). El número de participantes se seleccionó en proporción a la distribución del total de participantes en el programa DETRA. Para cada uno de los participantes se elaboró un cuestionario para ser contestado por su supervisor inmediato. La selección de la muestra se hizo basado en el listado de cursos y participantes suministrado por el Consejo Nacional de Hombres de Empresas (CNHE) y la Fundación APEC (FUNDAPEC).

Se elaboró una lista de sustitución que se utilizaría en casos en que el participante seleccionado en la muestra no pudiese ser localizado y/o entrevistado. En cada caso, siempre que esto fue posible, el participante sustituto pertenecía al mismo subconjunto que el participante de la muestra (ver lista de encuestados, cuadro I.1).

#### Recolección de Datos.

Para la recolección de datos se empleó la modalidad de entrevistas personales. Para tal fin se prepararon cuestionarios a ser aplicados por los entrevistadores. Se asignó a cada entrevistador un número determinado de participantes y se le suministró un listado de personas que participaron en los programas de entrenamiento del DETRA con sus respectivos sustitutos. Para facilitar el contacto inicial con los participantes seleccionados y los posibles sustitutos, se obtuvieron sus direcciones y teléfonos.

El trabajo de campo se realizó del 10 al 24 de junio. Para esto se contrataron 10 personas las cuales fueron previamente entrenadas para la realización de entrevistas, los entrevistadores fueron estudiantes del ISA quienes tenían experiencia previa en este tipo de trabajo, ya que habían participado en las encuestas de gastos e ingresos realizadas periódicamente por el Banco Central de la República Dominicana.

El tiempo invertido en la realización de entrevistas fue mayor del programado. Esto se debió principalmente a la alta movilidad de los beneficiarios de los entrenamientos con respecto a sus lugares originales de trabajo. Esta movilidad fue más acentuada con respecto a aquellos participantes que estaban laborando en instituciones del sector público y/o instituciones no gubernamentales. En varios casos en la empresa/institución que presentó al participante desconocían su nuevo lugar de trabajo. Otro inconveniente del proceso de entrevistas fue el que muchos participantes se negaban a participar en las entrevistas alegando que ya habían contestado a esas preguntas a través de cuestionarios aplicados individualmente por el CNHE, FUNDAPEC o la AID (ver anexo copia de la carta enviada por participantes del Banco Central a FUNDAPEC). Otras veces no se pudo entrevistar al participante seleccionado porque estaba fuera del país o porque había fallecido.

De manera similar algunas personas que habían participado en los entrenamientos a través de los programas del CNHE no aparecían en los centros de trabajos que los habían patrocinados. Esto se debía a que estos individuos nunca laboraron en dicha empresa y únicamente recibieron el patrocinio para ser beneficiario del entrenamiento.

En otras ocasiones, el nombre del participante aparecía en la lista suministrada por FUNDAPEC o CNHE pero no había realizado el entrenamiento. En este informe se anexa una lista de algunos



participantes seleccionados en la muestra original y que no pudieron ser localizados por las razones expuestas mas arriba.

Con relación a los supervisores, no fue posible realizar el mismo número de encuestas que las de los participantes por tres razones: Primero, algunas veces el beneficiario era el dueño de la empresa o no había un supervisor inmediato a quien entrevistar. Segundo, el supervisor no estaba en condiciones de evaluar el trabajo del participante porque o no lo conocía antes del entrenamiento. Tercero, el participante tenía poco tiempo laborando en la empresa/institución después de participar en el entrenamiento.

Las dificultades mencionadas más arriba provocaron que no se pudieran entrevistar a todos los seleccionados en la muestra inicial. Se procedió a utilizar la lista de los sustitutos y últimamente una segunda ronda de sustitutos con participantes de los respectivos entrenamientos.

## RESULTADOS DE LA ENCUESTA DE LOS PARTICIPANTES

### I. Datos Generales

La encuesta fue aplicada a 90 participantes de los cursos del CNHE y FUNDAPEC, seleccionando unos 58 beneficiarios de los programas de entrenamiento del CNHE y 32 participantes en los programas de FUNDAPEC. Una lista completa de los nombres de los encuestados con las empresas donde laboran aparece en el cuadro I.1.

Los beneficiarios de los programas de entrenamiento se encuentran dentro del rango de edad más productivo del período de trabajo de cualquier persona. La edad promedio de los participantes tanto de CNHE como de FUNDAPEC era de 35 años y cerca de un 72% tienen menos de 40 años de edad (ver cuadro I.4). Eso garantiza que los conocimientos adquiridos por los beneficiarios puedan ser aplicados a la empresa/institución por un período relativamente largo y que la inversión en el recurso humano pueda ser recuperable.

El salario nominal promedio devengado por los participantes antes del entrenamiento era de RDS3,970 para los participantes del CNHE comparado con RDS3,410 para los de FUNDAPEC (11% mayor que FUNDAPEC), (ver cuadro I.6.2). Los participantes en los programas de CNHE provienen en su mayoría del sector privado

donde el salario es mayor que el salario que se paga en instituciones públicas u organizaciones sin fines de lucro. La mayoría de los participantes de los programas de FUNDAPEC provenían de estas dos últimas instituciones.

Esta diferencia de salarios a favor de los participantes de los programas de CNHE se mantiene cuando se analizan los salarios devengados después del entrenamiento. Mientras el salario promedio de los beneficiarios del entrenamiento vía FUNDAPEC aumentó a RD\$5,014, (47%) el salario promedio de los que participaron en los programas del CNHE se elevó a RD\$6,519 (66%), (ver cuadro I.8.2). Es notorio que el salario de los beneficiarios de los programas del CNHE experimentó una mejoría en comparación con el salario promedio de los participantes vía FUNDAPEC. Esto se puede notar independientemente de lo que podría considerarse un aumento en el salario real de los participantes. No es posible determinar el cambio en el salario real de los participantes debido a que los programas de entrenamiento se realizaron en un período de seis años (1986-1991).

Al momento de la selección de los participantes en el entrenamiento, estos en su mayoría (92%) habían laborado más de un año con la empresa/institución que lo patrocinó. El participante promedio había laborado más de cinco años (62 meses) en la empresa (ver cuadro I.9).

En lo referente al nivel académico de los participantes de los programas de entrenamiento, se pudo establecer que más del 75% de los encuestados había completado estudios universitarios y/o de post-grado (ver cuadro I.10) y apenas un 4% no había completado los estudios secundarios.

## II. Valor del Entrenamiento para el participante

Después de realizar el entrenamiento un 32% de los participantes estaban ocupando una nueva posición dentro de la empresa o institución donde laboraban. Esta proporción es muy idéntica para ambos tipos de becarios (CNHE y FUNDAPEC). Esta proporción se magnifica cuando el entrenamiento es de largo plazo como es el caso de los estudios de maestría. (Ver cuadro II.2).

De aquellos participantes que ocupaban un puesto diferente, 89% percibían que el puesto actual es muy favorable al que ocupaban antes del entrenamiento. Este cambio favorable había sido consecuencia del entrenamiento recibido (ver cuadro II.3). Nuevamente es importante resaltar que los estudios de largo plazo tienen un impacto mayor en el cambio favorable de puesto que los cursos cortos realizados en el país y en el extranjero. Los participantes percibían que el entrenamiento les capacitó para enfrentar situaciones de mayor responsabilidad y les facilitó una promoción más rápida dentro de la empresa u organización donde laboran.

Asociado a la promoción dentro de la empresa, está la remuneración salarial de los ex-becarios. Solamente un 42% de los encuestados asumían que el entrenamiento había afectado positivamente su nivel de salarios. En el caso de los beneficiarios de los entrenamientos a través de FUNDAPEC (Público y ONG's), un 62.5% no atribuían al entrenamiento un cambio positivo en los niveles de salario (ver cuadro II.5). Sin embargo, existe una gran expectativa de lograr un aumento positivo de los salarios en el futuro. Esto puede reflejar las expectativas que se forman los ex-becarios y en consonancia con retorno de la inversión en la educación. Esto es, se necesita de un período de maduración donde el individuo pueda recibir "el precio correcto" por el servicio que esta ofreciendo (ver cuadro II.6).

Además, el proceso de inflación que se produjo durante los últimos años de 1980 y del año 1990 donde la inflación alcanzó niveles de 100%, hizo que los salarios reales se deterioraran significativamente.

### III. Valor del Entrenamiento Para la Institución Patrocinadora

Un aspecto importante de todo programa de entrenamiento lo constituye el aporte que pueda ofrecer a la empresa o institución que patrocinó a la persona que recibió en entrenamiento. La percepción del ex-becario del impacto que ha tenido para la empresa es de suma importancia. En el caso de los participantes en los entrenamientos del DETRA, un 80% de los encuestados manifestaron que el entrenamiento ha sido de mucha o alguna utilidad para la empresa, siendo de más utilidad dentro de aquellas instituciones que patrocinaron participantes a través de los programas del CNHE (ver cuadro III.1 y III.1.B). Esta utilidad del entrenamiento se manifiesta a través de introducción de procesos administrativos y técnicos a las empresas, así como el fortalecimiento de la capacidad gerencial el análisis de problemas y la toma de decisiones. Más de un cincuenta por ciento de los participantes en los programas del CNHE consideran que el entrenamiento ha sido de mucha utilidad para las empresa/institución.

El tamaño de la empresa donde laboran los ex-bancarios también influyen en la utilidad del entrenamiento tanto en FUNDAPEC como el CNHE. De las empresas con capital mayor de R\$55, millones, 53% considera que el entrenamiento ha sido muy útil para la empresa. De manera similar las empresas que participaron en cursos de largo plazo (maestría y doctorado) perciben que el entrenamiento ha sido de mucha utilidad para la

empresa (76.5%), especialmente aquellas que participaron a través de los programas del CNHE. (Ver cuadro III)

Aquellos participantes que no encuentran poca utilidad para la empresa del entrenamiento recibido se debe a que el entrenamiento no se relacionaba con el trabajo que esta desempeñando en la empresa. Aunque el entrenamiento puede ser útil para el individuo, el tipo de trabajo que desempeña dentro de la institución no le permite aplicar los conocimientos y/o habilidades adquiridos en el entrenamiento. Esta última situación se presentó mayormente para los cursos de corto plazo.

Cerca de 80% de los participantes manifestaron que no han encontrado dificultad o han tenido poca dificultad para aplicar los conocimientos adquiridos en el entrenamiento (ver cuadro III.5). Las mayores dificultades se han producido por factores internos como son la estructura organizacional de las empresas e instituciones donde laboran, el enfoque tradicional de las empresas; los celos de los compañeros de trabajo y divorcio entre lo aprendido en el entrenamiento y las actividades de la empresa; así como factores externos como son la situación económica del país y el tipo de mercado internacional donde tienen que exportar.

Las mayores dificultades se presentan para los beneficiarios de los entrenamientos de largo plazo y aquellos que trabajan en las empresas públicas u ONG'S. (ver cuadros III.5. y III.5.d). Es importante señalar que el aspecto de la cultura organizacional representa una dificultad mayor entre los beneficiarios de entrenamiento de largo plazo, mientras que las del divorcio de los conocimientos con el trabajo realizado se produce en los entrenamientos de corto plazo.

Dos tercera parte de los participantes consideran que su rendimientos han sido excelentes después del entrenamiento y piensan que están aportando más a la institución debido al fruto del entrenamiento (ver cuadro III.3). más de la mitad considera que está aplicando más del 80% de lo aprendido durante el entrenamiento (cuadro III.6).

Respecto al retorno de la inversión en el recurso humano, está relacionado al tipo y a la duración del entrenamiento. Se detectó un rango que va desde un mes para algunos cursos cortos hasta 24 meses para los entrenamientos de largo plazo.

Los entrenamientos recibidos por los participantes ayudaron a establecer cambios en la institución donde laboran. Estos cambios se manifestaban en el establecimiento de elementos contables, administrativos y de mercadeo para las exportaciones, lanzamiento de nuevos productos, mejoramiento de las relaciones obrero-patrón así como el mejoramiento en la toma de decisiones



(ver cuadro III.10.1). Estos cambios han sido alimentados por los conocimientos adquiridos por los participantes. De aquellos beneficiados con entrenamientos de largo plazo, más de un 80 por ciento percibe que el entrenamiento ha servido para introducir cambios en la empresa comparado con un 62% los que recibieran entrenamiento a través de cursos cortos. (cuadro III.10.6)

Hay que destacar que un 80% de los participantes consideran que el entrenamiento a través del DETRA le ayudó a adquirir procedimientos lógicos que le sirven en la ejecución de su trabajo. De manera similar, un 75% piensa que el entrenamiento le ha ayudado a adquirir habilidades que le facilitan trabajar en grupo, elevar su productividad y estar más capacitado para tomar decisiones.

En general los ex-becarios consideraron que el tiempo invertido en el entrenamiento a través del DETRA fue muy bien utilizado e importante para la realización de sus actividades profesionales como de manera individual.

## ENCUESTAS A LOS SUPERVISORES DE LOS EX-BECARIOS

## I. Datos Generales

Las empresas que patrocinaron a los ex-becarios a través del Consejo Nacional de Hombres de Empresas (CNHE) tenían un capital de mayor de RD\$5 millones (71%). o más de 50 empleados (91%)..

Sin embargo, sólo dos tercera parte de los ex-becarios habían sido patrocinados por las empresas o instituciones donde laboran actualmente. Para aquellos que fueron patrocinados por las empresas donde laboran, en su mayoría el plan de entrenamiento fue preparado por el propio ex-becario con ayuda del supervisor inmediato. Esto es más notorio para los casos de los entrenamientos de largo plazo.

## II. Impacto del Entrenamiento

En lo referente al impacto del entrenamiento en las empresas/instituciones, un 90% de los supervisores consideran que ha sido de utilidad. Esto se manifiesta en el mejoramiento de la calidad del trabajo del participante, mayor eficiencia en la producción y establecimiento de controles administrativos, financieros en la empresa. Aquellas personas que no están contribuyendo a sus respectivas empresas es debido a que el entrenamiento no se ajusta a las labores que desempeñan dentro de la empresa o a que abandonaron la empresa o institución para trabajar en otro lugar.

Esto supervisores también piensan que el entrenamiento ha ayudado a los ex-becarios a aportar más a sus empresas o instituciones (90%).

Sin embargo, existen factores que limitan la aplicación de los conocimientos adquiridos en las empresas o instituciones. Entre estas limitaciones se puede destacar factores internos como son la capacidad financiera de la empresa, la estructura organizacional, la falta de equipos, la política de la empresa y la discrepancia entre lo aprendido en el entrenamiento y la labor realizada por el ex-becario dentro de la empresa o institución. Entre los factores internos se encuentran los controles gubernamentales y el tipo de mercado que enfrenta la empresa.

Un número limitado de supervisores no estuvo en capacidad de evaluar a los ex-becarios debido a que no conocía al ex-becario antes del entrenamiento, o el ex-becario tenía poco tiempo de haber recibido el entrenamiento.

El nivel de aplicación de los conocimientos adquiridos también fue evaluado por los supervisores. Aunque los ex-becarios están en mejor posición para poder evaluar esta situación, se requirió la opinión de los supervisores para establecer la percepción de estos últimos sobre la calidad y alcance del entrenamiento recibido por los empleados que habían patrocinados. Existe la percepción dentro de los supervisores de que un 70% de los ex-becarios usa 50% o más de los conocimientos

adquiridos. Esto contrasta un poco con la percepción de los ex-becario quienes piensan que aplican en mayor proporción los conocimientos adquiridos.

En lo referente al tiempo necesario para recuperar la inversión del entrenamiento de parte de la empresa o institución, no existe un promedio de meses representativo debido a la diversidad de los cursos impartidos. Sin embargo, es importante señalar que dentro de los supervisores se encontró un tiempo más largo para recuperar la inversión comparada con la que habían externado los ex-becarios. Mientras en los ex-becarios, la inversión en los entrenamientos de largo plazo era recuperable en un período no mayor de 24 meses, en el caso de los supervisores se establecieron periodos de hasta 42 meses (ver cuadro II.5).

Un aspecto importante a destacar es que un 70% de los supervisores han detectados cambios que se han producidos en las empresas/instituciones como consecuencia del entrenamiento recibido a través del DETRA. Entre los cambios mencionados se encuentran un mejor servicio a los clientes, una estrategia diferente para exportar, establecimiento de sistemas contables/administrativos computarizados y adquisición de maquinarias y equipos más modernos. Esto se traduce en una mayor productividad y eficiencia dentro de la empresa es similar a la respuesta dada por los ex-becarios.

En lo referente a un posible aumento en las exportaciones fruto del entrenamiento, no fue posible establecer una relación directa debido a que varias empresas que se beneficiaron del programa de entrenamiento a través del DETRA no estaban exportando. Sin embargo, fue notorio entre las empresas que estaban exportando que el entrenamiento había fortalecido su capacidad para exportar (70%) ver cuadro II.6.1)

Existió consenso sobre la necesidad de los programas de entrenamiento para fortalecer tanto a las empresas privadas como a las empresas públicas y a las Organizaciones No Gubernamentales (ONG's). En el caso de las empresas privadas, un 95% de los supervisores afirmó que estarían dispuesto a incentivar y apoyar a sus empleados para que participen en programas de entrenamiento similares a los patrocinados por el CNHE. En el caso de los supervisores de los ex-becarios vía FUNDAPEC, hubo consenso de apoyar e incentivar este tipo de entrenamiento entre sus empleados.

## SAMPLING FRAME

## FUNDAPEC

## I. SHORT-TERM IN-COUNTRY TRAINING

## (a) Health/AIDS (INSAPEC)

1. Milciades Mateo, Dominican Air Force
2. Elso Ogando, Escuela Socorro Sanchez
3. Gavina Serrano, Escuela Cristo Rey
4. Adalgisa Ramirez, Escuela Juan Batista Zafra
5. Elena Rojas, SEEBAC

## (b) Farm Administration (Management) (ISA)

6. Felix de Leon Ortega, SEA
7. Donald Castillo, SEA
8. Luis M. Perez, INFOTEP

## (c) Factory Accounting (ISA)

9. Jose Jimenez, Fact. San M. de Porres
10. Nerys Mendoza, Fact. Santa Clara

## (d) Agroindustrial Administration (ISA)

11. Jose A. Malena, F. Lazaro Duran
12. Jose Hernandez, F. San M. de Porres

## (e) Forrage and Unconventional Based Cattle Forrages (ISA)

13. Jimmy Acosta, Asoc. Gan. de la Costa

## (f) Project Planning and Implementation Systems (UNAPEC)

14. Luz Maria Mena, FUNDAPEC
15. Manuel Lara, FONDOPREI

## (g) Educational Credit Workshop (FUNDAPEC)

16. Roxanna Brady, UNAPEC
17. Ramon Cuello Ramirez, La Salle

18. Pilar Accosta Figueroa, CENAPEC

19. Maria Altagracia Colado Vasquez, CENAPEC

(h) Professional Development/Institutional Capacities (INFOTEP)

20. Jose Encarnacion Romero

## II. M.S. DEGREE TRAINING

(a) Economic Sector

21. Rafaelto Castillo, Banco Central

22. Elizabeth Bello, ONAPLAN

23. Miguel Nunez, Banco Central

(b) Education

24. Luz Maria Mena, Inst. Politecnico St. Dgo.

25. Eufemia Reyes M., SEEBAC

26. Idalla Esperanza Santos, UNAPEC

27. Fernando Portes, UASD

## III. SHORT-TERM OUT-OF-COUNTRY

(a) Economic Sector

28. Manuel Aybar, Banco Central

29. Olga Florentino de Pou, Banco Central

30. Henry B. Gomez, Banco Central

31. Luis A. Hernandez, Banco Central

(b) Health and Population

32. Julio Cesar Estrella, ONAPLAN

33. Olga Molina Achecar, ONAPLAN

34. Julio Cesar Mejia, INSAPEC

35. Altagracia Bello, ADOPLAFAM

36. Matilde Garcia, Asoc. Aguas Vivas

37. Maritza Martinez, Carita Dominicana

38. Aida A. Tejada, Nucleo Central - SESPAS

(c) Education

39. Angela Florencio, UASD

40. Rosa Belkys Salce, UTECI

41. Miguel Subervi, UTESUR

42. Jose R. Alvarez, IPL

43. Gladys Marcelino, UNAPEC

44. Eligio Antonio Cabrera, ITESA

45. Jorge Luis Garcia, IPL

46. Leonel Ramirez, IPSD

47. Emilio Antonio Vargas, FUNDAPEC

CNHE

I. SHORT-TERM IN-COUNTRY TRAINING

(a) Marketing Strategy in Crisis Period

1. Juan de Jesus Mesa, Quisqueya Agroindustrial

2. Bernade Manon R. Los Arbolitos

(b) Management of Shoe Production

3. Jesus Gonzalez Fernandez

(c) Business Law: Theory and Practice

4. Luis E. Martinez, Capital de Servicios. S.A.

5. Roberto Rodriguez, Cedro del Libano. S.A.

(d) Packing of Products (SERVICONSLT y AGRIDEC)

6. Antonio Langa, SUKIMA, C. por A.

7. Ney J.R. Pimentel Soriano, FUNDESER

(e) Executive Management

8. Sandra Perez Mancebo, Banco Nac. de Credito



9. Augusto Belardy, Alimentos Y Bebidas

10. Yiria N. Gonzales G. FERQUIDO

(f) Associative Forms for Export Production (SEPROMSA)

11. Ramona Flores, Banco de la Mujer (561-3941)

12. Sisa Borquez, Ebanisteria Frank (684-0587)

(g) International Quality Control Program

13. Jose Martin Brito, Calzera, S.A. (682-6245)

14. Jordi Joaquin Bosom Santana, Fersan (562-5523)

15. Rebessa M. Castro, TEJIDOS DE PUNTOS (530-6657/7832)

(h) Establishing Costs and Prices for Exports

16. Julio Tomas Santana, CODOCISA (544-0898)

17. Dulce de los Santos, AMBAR DOMINICANO (682-9595)

(i) Legal Aspects of International Commerce

18. Teresita Pena, PROYECTO ELECTRICO IND.

(j) Farm Management (ISA)

19. Francis Castanos Peguero, Nagua Agroindustrial, S.A.

20. Carmen Guerly Urena, Camelia Agroindustrial, S.A.

## II. M.S. DEGREE TRAINING

(a) Marketing

21. Mirna Alonso - Maximo Gomez P., C. por A.

22. Norma Nunez, El Corral, S.A.

23. Pura Peliarano, Tropijugos, S.A.

24. Camilo Suero, Manufacturas Textiles

25. Salvador Victor, Laboratorios Victoria

(b) Finances

26. Edgar Delgado, Spencer Industries

- 27. Ana Amparo Troquelados Dominicanos
- 28. Xiomara Morell, Envases Antillanos
- 29. Francisco Valencia, Banco Metropolitano

(c) Management

- 30. Julio Hernandez, Cibao Tropical, S.A.
- 31. Gregory Llines, COFINASA
- 32. Romeo Hernandez, Roisores Comercial
- 33. Lumi Yanai, Cariplant, S.A.
- 34. Gustavo Ariza, Maritima Dominicana

(d) Computer Sciences and Information Systems

- 35. Manuel Fernandez, Cai. Agroindustrial, S.A.
- 36. Miguel Yeara, Banco del Comercio Dominicano
- 37. Miguel Arias Financiera Nacional de Empresas
- 38. Yolanda Delgado, FERSAN
- 39. Piero Dimitri, INFOCENTRO (Bc. Pop. Dom)
- 40. Grace Rivera, FLORDOM, S.A. (SID)
- 41. Juan Noboa, Barcelo Industrial

(e) International Business and Marketing

- 42. Victor Martinez, PROCITRIC, S.A.
- 43. Candida Olivo, Productora de Alimentos Liniera

(f) Others

- 44. Quilvio Jorge, ISA
- 45. Aura Matos, industrias Asociadas

III. SHORT-TERM OUT-OF-COUNTRY

- 46. Mr. Tiberio Ant. CABRERA Cruz, C Guillermo, C x A., San.
- 47. Mr. Reynaldo S. MENDEZ Carrasco, Sales Manager, Late'dom, C x A, Santo Domingo

48. Mr. Pedro SANCHEZ Ciprian, General Manager, Talento Criollo, Santo Domingo
49. Mrs. Adalberto A. GERMOSO Coronado, Assistant Production Manager, Rafael A. Espaillat, Sucrs. Santiago
50. Miss. Zunilda PANIAGUA, Finance and Planning Vicepresident, Banco del Comercio Dom., Santo Domingo
51. Mr. Angel Jose Taveras T., Production Manager, Antonio R. Taveras, C x A, Santiago
52. Mr. Hilario M. Santana Rodriguez, Fed. Dominicana de Colonos Azucareros, C x A, Constanza
53. Miss Carmen M. FIGUEROA Rodriguez, Production Manager, Peralta Export. S.A., Santiago
54. Mr. Angel del R. SANTOS Cordero, Operation Manager, Rafael A. Espaillat & Sucrs., C x A, Santiago
55. Miss Victoria J. CHECO Pena, General Manager, Cherobi, Agroindustrial, S.A., Santiago
56. Mr. Elio S. MARTE Cruz, Financial Manager, Caucho Dominicano, S.A., Santo Domingo
57. Mr. Teofilo SURIEL E., Ad. Advisor, Fundacion de Desarrollo Agropecuario, S.A., Santo Domingo
58. Mrs. Maritza A. GUZMAN y Guzman, Director, Asoc. para el Desarrollo de la Provincia Espaillat, Inc., Santiago
59. Mr. Manuel A. CACERES Procella, Financial Manager, Bonsai Artesania, C x A, Santo Domingo
60. Mr. Jose A. GOMEZ S., President, GOMEZ Gabinete, S.A., Santo Domingo
61. Mr. Jose Rafael FRANCO Duran, Production Manager, Manufacturas Linajoh, C x A, Santo Domingo.
62. Mr. Jose Miguel BARCELO, Marketing Manager, Barcelo & CIA., C x A, Santo Domingo
63. Mr. Martin A. GOMEZ Martinez, Management Advisor, Embassy Beach Resort, Santo Domingo
64. Presidente, Comercio Caribe Ameriano, Pulta de Frutas
65. Directora Depto. Exportacion, Rosario, S.A., Vegetales

## Pregunta I-1 y I-8 : Lista de Participantes del CNHE

1	RUBEN DIAZ	TEJIDO FLEX
2	ERCILIA A. RAMIREZ	NIQUELADOS-CROMADOS DEL
3	ANA AMPARO	TROQUEDOM
4	JOSE MIGUEL VALLEJO G.	E. LEON JIMENEZ
5	BERNABE MANON ROSSI	LOS ARBOLITOS
6	QUILVIO E. JORGE JORGE	ISA
7	SALVADOR VICTOR	LAB. VICTORIA
8	MARITZA A. GUZMAN	AID PROV. ESPAILLAT
9	NICOLAS CONIL	AGRONORTE CXA.
10	MARIO E. REYNS	IND. CARTONERA DOMINICANA
11	CARLOS J. ESTEVEZ	IND. CARTONERA DOMINICANA
12	PEDRO MALLA	MALLA Y COMPANIA
13	GUSTAVO PEREZ MALLA	MEHANO Y CIA.
14	RAMON A. MEJIA G.	DOL DOM.
15	GUSTAVO ARIAS	MARITIMAS DOM. S.A.
16	PIETRO DIMITRI	GRUPO FINANCIERO POPULAR
17	IGN. FERNANDO ML. D. LAMA	EMBODOMCA
18	MANUEL ARTURO M. MICHEL	INETRQUIMICA S.A
19	HAMPTON CASTILLO LANDRY	LAM
20	DELIO ARMANDO RINCON S.	INESPRE
21	AYDA ALMONTE	CERVECERIA NACIONAL DOM.
22	MARCOS HUED	AGENCIA BELLA
23	JOSE R. ORDEIX LLABALY	BANCO METROPOLITANO S. A.
24	HECTOR R. NUNEZ PERALTA	FERQUIDOSA
25	SISA BORQUEZ	EBANISTERIA FRANK
26	ALBERTO DE LOS SANTOS	CEDRO DEL LIBRO
27	RAMONA FLORES DE MARTINEZ	PROPIA EMPRESA
28	YRIS N. GONZALEZ G.	FERQUIDO S.A.
29	JUAN A. RAMON NOLVA PEREZ	BARCELO INDUSTRIAL, CXA
30	FRANCISCO A. MATOS M.	CIMPA
31	JULIO HERNANDEZ	CIBAO TROPICAL, S.A
32	CASIMIRO PINA R.	TRANSAGRICOLA
33	PAULINO ABREU MARTES	MABRANO Y CIA.
34	TEOFILO SURIEL E.	F.D.A.
35	MARIA IDANIA MORA	EMPRESAS ACUARIO S.A.
36	LUIS RODRIGUEZ LOVERA	DESEMPLEADA
37	SONIA TERRERO SALAZAR	UNAPEC
38	IDALIA E. SANTOS HERNADEZ	BANCOMERCIO
39	ZUNILDA PANIAGUA	BANCO DOMINICO HISPANO
40	YOLANDA JIMENEZ MERCEDES	CEDRO DEL LIBANO
41	ROBERTO RODRIGUEZ	E. LEON JIMENEZ
42	MENCOM JOANG	INTERNATIONAL SHOE
42	GORGE MARATOS	INTERNATIONAL SHOE
44	CARMEN MARATOS	E. LEON JIMENEZ
45	AMARILIS GARCIA	S. I. D.
46	CARLOS RODRIGUEZ	IND. CARTONERA DOMINICANA
47	MARIA J. GOUSACHS	EN SU CASA
48	MARIA ALT. CORTORREAL	IND. CARTONERA DOMINICANA
49	FRANCISCO J. DE B.	SND
50	RITA GONZALEZ	

51	LUIS A. LOPEZ	E. LEON JIMENEZ
52	HECTOR PUJOLS CASTILLO	CARTONERA DOMINICANA
53	ROSA E. FRANKENBEG	J. FRANKENBEG, CXA
54	GUILLERMINA DULUC	D'ABITARE
55	DIDIER MANUEL FUENTES N.	CELSO PEREZ CXA
56	AURELIO A. FAMILIA	LABORATORIO ROLDAM, CXA
57	ALBA CASANOVAS ALARCON	HELADOS BON CXA
58	GABRIEL SANTANA	NICOMARSA

Pregunta I-1 y I-8 : Lista de Participantes del FUNDAPEC

1	FRANCISCO JAVIER PERALTA	JUNTA DE REGANTES
2	ROBERTO SANTOS	ISA
3	Dr. VICTOR MENA SANCHEZ	SEA
4	FELIPE CASTILLO	NO ESTA LABORANDO
5	JOSE A. HERNANDEZ	SAN M. DE PORREZ
6	ANDRES DEL C. PEREZ Y P.	SAN M. DE PORREZ
7	CESAR AUGUSTO ALVAREZ	SEA
8	VICENTE GUZMAN	LA PREVISORA
9	LUZ MARIA MENA ALVAREZ	FUNDAPEC
10	ANGEL NERYS CASTILLO	INDUSTRIA LUSY
11	JOSE RAHAMES ALVAREZ C.	LOYOLA
12	EDUARDO ROSARIO GUZMAN	LOYOLA
13	JORGE GARCIA VALERA	POLITECNICO LOYOLA
14	FELIX DANIEL PUJOLS V.	POLITECNICO DE AZUA
15	ALFREDO M. MARTE	JUNTA REGANTES
16	MIGUEL SUBERVI	UTESUR
17	ANTONIO FELIX GOMEZ	I.A.D.
18	ANDRES FERNANDEZ	JUNAT DE REGANTES
19	GLADYS MARCELINO	UNPHU
20	RAFAELA DEL C. BETANCES M	SEEBAL
21	LUIS FRIAS	O.D.C.
22	ANGELA FLORENCIO A.	UASD
23	EUFEMIA REYES MINAYA	DEPTO.CAPACITACION SEEBAC
24	MILTON LUNA GONZALEZ	ACCION PRO-EDUCACION Y ..
25	MIRIAN DIAZ SANTANA	FUNDAPEC
26	EMILIO A. VARGAS SANTIAGO	FUNDAPEC
27	NERYS MENDOZA	FACTORIA SANTA CLARA
28	AUGUSTO BELARDY	ALIMENTOS Y BEBIDAS
29	CARMEN MARIA CASTILLO	
30	LUIS HERNANDEZ G.	BANCO CENTRAL
31	LUIS MARCOS SOTO T.	SUPERBANCOS
32	HENRY B. GOMEZ R.	BANCO CENTRAL

Listado de participantes en la encuesta FUNDAPEC-CNHE que no fueron localizados

<u>Nombre</u>	<u>Comentario</u>
Gustavo Ariza Maritima Dominicana	No trabaja aquí
Efialto Castillo Banco Central	Enviado a AID
Luis A. Hernández Banco Central	Enviado a AID
Julio César Estrella ONAPLAN	Fallecido
Olga Molina Achecar ONAPLAN	No le conocen
Altagracia Bello, Fundapec ADOPLAFAN	No labora aquí
Matildes García, Fundapec Asoc. Aguas Vivas	No se localiza
Maritza Martínez, Fundapec Caritas Dominicanas	No labora aquí
Aida Tejada Núcleo Central-SESPAS, Fundapec	No le conocen
Mr. Reynaldo S. Méndez Carrasco CNHE Latexdom C.X A.	No trabaja aquí
Mr. Pedro Sánchez Ciprián CNHE Talento Criollo, Adm. General	No aparece
Mr. Manuel A. Cáceres Procella, CNHE Bonsai Artesanía, C.X A.	Reemplazar/ no dirección
Mr. José Miguel Barceló CNHE BARCELO & CIA, C. X A. Gte. Mercadeo	Enfermo/fuera del país

Mr. Martin Gómez Martínez, CNHE  
Embassy Beach Resort

No le conocen

Domitilia Peña, SEEBAC

No le conocen

Eladio Reyes, Escuela República de Corea

No labora  
escolar

Juan Batista Pérez, SEEBAC

Fuera del país

Wilfredo Malleu  
Isidro Bordas, C.X A.  
Seven-Up

No labora aquí

Pedro Yermenor  
Envase Misceláneos

No le conocen

Carlos Estévez  
Industria Cartonera Dominicana

De viaje al  
exterior

Libys Fernández  
Infotep, Enc. Sección Internacional

No información,  
no labora aquí

Cafaila Madera, CEDOPEX

No labora aquí,  
no información

## Cuestionario para Participantes - CNHE

## I. Datos Generales

1. Nombre: \_\_\_\_\_
2. Dirección actual: \_\_\_\_\_
3. Teléfono: \_\_\_\_\_
4. Edad: \_\_\_\_\_
5. Empresa que lo presentó al DETRA: \_\_\_\_\_
6. Empresa donde laboró antes del entrenamiento: \_\_\_\_\_
  - Cargo que desempeñaba: \_\_\_\_\_
  - Salario mensual que Ud. recibió: \_\_\_\_\_
7. Estaba Ud. empleado durante el entrenamiento?    Sí \_\_\_ No \_\_\_
8. Empresa donde labora actualmente: \_\_\_\_\_
  - Cargo que desempeña: \_\_\_\_\_
  - Salario mensual que Ud. recibe: \_\_\_\_\_
9. Tiempo de empleo con la empresa antes de comenzar el programa de entrenamiento: \_\_\_\_\_
10. Nivel de escolaridad alcanzado actualmente:
  - \_\_\_ Primario
  - \_\_\_ Secundario Incompleto
  - \_\_\_ Secundario Completo
  - \_\_\_ Universitario Incompleto
  - \_\_\_ Universitario Completo
  - \_\_\_ Post-grado
11. Tipo del entrenamiento recibido a través de la DETRA
  - \_\_\_ M.S.
  - \_\_\_ Ph.D.
  - \_\_\_ Técnico de Curto Plazo en los E.E.U.U.
  - \_\_\_ Seminario/Giro Observacional en los E.E.U.U.
  - \_\_\_ Corto Plazo en la R.D.
12. Naturaleza del entrenamiento recibido
  - \_\_\_ Académica
  - \_\_\_ Técnica formal (correspondiente a un producto)
  - \_\_\_ Técnica formal (gerencia/administración)



13. Qué institución le dio el entrenamiento? \_\_\_\_\_

14. Dónde se efectuó el entrenamiento? \_\_\_\_\_

15. Cuáles fueron las fechas del entrenamiento?

de \_\_\_\_\_ a \_\_\_\_\_  
mes año mes año

## II. Valor del Entrenamiento para el Participante

1. Qué puesto de trabajo actualmente ocupa Ud.?

\_\_\_\_\_

2. Es el mismo puesto que ocupó antes del entrenamiento?

☐ Sí  
☐ No

Si la respuesta es SI, pasar a la pregunta 5

3. Si es diferente, con referencia a su puesto anterior, cómo compararía Ud. su puesto actual?

☐ Puesto distinto y favorable  
☐ Puesto distinto y desfavorable  
☐ No trabajo actualmente

Por favor, explique la respuesta \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Si es diferente, piensa Ud. que el entrenamiento afectó el cambio de puesto?

☐ Sí  
☐ No

Por Favor, explique la respuesta \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. En su opinión, el entrenamiento ha hecho una diferencia significativa en su salario actual?

- ☐ Sí  
☐ No

6. En su opinión, el entrenamiento hará una diferencia significativa en su futuro salario?

- ☐ Sí  
☐ No

III. Valor del Entrenamiento para la Institución Patrocinadora  
(o actual en caso de haber cambiado de empleo)

1. Con respecto al desempeño de su trabajo actual para la empresa, Ud. opina que el entrenamiento ha sido

- ☐ De mucha utilidad  
☐ De alguna utilidad  
☐ De poca utilidad  
☐ Sin utilidad

Si ha sido de utilidad, explique en qué forma \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Encontró Ud. dificultades para aplicar en su trabajo lo que aprendió durante el adiestramiento?

- ☐ Sí, mucho.  
☐ Sí, un poco.  
☐ No encontré dificultades

3. Cómo considera Ud. su rendimiento en el trabajo después de concluir el curso patrocinado por el DETRA?

- ☐ Excelente (90%>)  
☐ Muy Bien (80 a 90%)  
☐ Bien (70 a 80%)  
☐ Regular (60 a 70%)  
☐ Insatisfactorio (< 50%)

4. Piensa Ud. que está aportando más a su firma debido al entrenamiento?

- ☐ Sí  
☐ No

Por favor, explique su respuesta \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Cuáles son los factores más importantes que impiden mayor aplicación de los conocimientos adquiridos durante el entrenamiento? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. De los conocimientos adquiridos, qué porcentaje considera Ud. que está aplicando?

- ☐ 10%  
☐ 30%  
☐ 50%  
☐ 80%  
☐ 100%

7. Cuánto tiempo (meses) piensa Ud. que tomará a su empresa patrocinadora para recuperar su inversión? \_\_\_\_\_

8. Si ha cambiado de empresa, cuánto tiempo (meses) piensa Ud. que le habría tomado a su empresa patrocinadora recuperar su inversión? \_\_\_\_\_

9. Puede Ud. indicar algunos cambios específicos hechos en la empresa para la cual trabaja actualmente resultantes de su entrenamiento?

- ☐ Sí  
☐ No

En caso afirmativo, explique su respuesta \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. En caso afirmativo, qué nivel de impacto favorable piensa Ud. que han tenido sobre:

	Mucho	Algo	Ninguno	N/S
Exportaciones por la empresa?	—	—	—	—
Productividad de la empresa?	—	—	—	—
Diversificar de la empresa?	—	—	—	—
Ganancias de la empresa?	—	—	—	—

Favor de explicar su respuesta \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. Con respecto al programa que Ud. cursó, ha usado Ud. el contenido para hacer cambios en su empresa?

— Sí  
— No

Favor de explicar su respuesta \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. Cuáles de los siguientes beneficios directos, Ud. adquirió al término del curso?

— Promoción a un puesto de mayor importancia  
— Mejoría de salario  
— Mejoría en el desempeño de mi trabajo  
— Mejor posibilidad de continuar perfeccionándome

13. Considera Ud. que en su actual nivel de desempeño en el trabajo que realiza, influye lo que aprendió en el curso patrocinado por DETRA?

Sí No

- ☐ ☐ Adquirí procedimientos lógicos en la ejecución de las tareas relacionadas con mi trabajo
- ☐ ☐ Adquirí habilidades para realizar mi trabajo con precisión
- ☐ ☐ Adquirí habilidades para realizar trabajos en grupo
- ☐ ☐ Adquirí nuevos conocimientos que me permiten realizar mi trabajo más eficientemente
- ☐ ☐ Después del adiestramiento, mi productividad ha mejorado considerablemente
- ☐ ☐ Después del adiestramiento, me siento más capaz de participar en el proceso de toma de decisión de mi institución

Sumario de la evaluación personal:

14. Cómo considera Ud. todo el tiempo, energía y dedicación invertido durante el curso de adiestramiento?

- ☐ No vale la pena (una pérdida de tiempo)
- ☐ Fue válido en pocos aspectos (casi un fracaso)
- ☐ Aplíco algo de lo que aprendí (fue razonable)
- ☐ Fue válido en varios aspectos (fue bueno)
- ☐ Fue muy importante para mí (fue un éxito)

## Questionario para Participantes - FUNDAPEC

## I. Datos Generales

1. Nombre: \_\_\_\_\_
2. Dirección actual: \_\_\_\_\_
3. Teléfono: \_\_\_\_\_
4. Edad: \_\_\_\_\_
5. Institución que lo presentó al DETRA: \_\_\_\_\_
6. Institución donde laboró antes del entrenamiento: \_\_\_\_\_
  - Cargo que desempeñaba: \_\_\_\_\_
  - Salario mensual que Ud. recibió: \_\_\_\_\_
7. Estaba Ud. empleado durante el entrenamiento?    Sí \_\_\_ No \_\_\_
8. Institución donde labora actualmente: \_\_\_\_\_
  - Cargo que desempeña: \_\_\_\_\_
  - Salario mensual que Ud. recibe: \_\_\_\_\_
9. Tiempo de empleo en la institución antes de comenzar el programa de entrenamiento: \_\_\_\_\_
10. Nivel de escolaridad alcanzado actualmente:
  - \_\_\_ Primario
  - \_\_\_ Secundario Incompleto
  - \_\_\_ Secundario Completo
  - \_\_\_ Universitario Incompleto
  - \_\_\_ Universitario Completo
  - \_\_\_ Post-grado
11. Tipo del entrenamiento recibido a través de la DETRA
  - \_\_\_ M.S.
  - \_\_\_ Ph.D.
  - \_\_\_ Técnico de Curto Plazo en los E.E.U.U.
  - \_\_\_ Seminario/Giro Observacional en los E.E.U.U.
  - \_\_\_ Corto Plazo en la R.D.
12. Naturaleza del entrenamiento recibido
  - \_\_\_ Académica
  - \_\_\_ Técnica formal (correspondiente a un producto)
  - \_\_\_ Técnica formal (gerencia/administración)

13. Qué institución le dio el entrenamiento? \_\_\_\_\_

14. Dónde se efectuó el entrenamiento? \_\_\_\_\_

15. Cuáles fueron las fechas del entrenamiento?

de \_\_\_\_\_ a \_\_\_\_\_  
mes año mes año

## II. Valor del Entrenamiento para el Participante

1. Qué puesto de trabajo actualmente ocupa Ud.?

\_\_\_\_\_

2. Es el mismo puesto que ocupó antes del entrenamiento?

\_\_\_ Sí  
\_\_\_ No

Si la respuesta es SI, pasar a la pregunta 5

3. Si es diferente, con referencia a su puesto anterior, cómo compararía Ud. su puesto actual?

\_\_\_ Puesto distinto y favorable  
\_\_\_ Puesto distinto y desfavorable  
\_\_\_ No trabajo actualmente

Por favor, explique la respuesta \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Si es diferente, piensa Ud. que el entrenamiento afectó el cambio de puesto?

\_\_\_ Sí  
\_\_\_ No

Por Favor, explique la respuesta \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. En su opinión, el entrenamiento ha hecho una diferencia significativa en su salario actual?

- ☐ Sí  
☐ No

6. En su opinión, el entrenamiento hará una diferencia significativa en su futuro salario?

- ☐ Sí  
☐ No

III. Valor del Entrenamiento para la Institución Patrocinadora  
(o actual en caso de haber cambiado de empleo)

1. Con respecto al desempeño de su trabajo actual para la institución, Ud. opina que el entrenamiento ha sido

- ☐ De mucha utilidad  
☐ De alguna utilidad  
☐ De poca utilidad  
☐ Sin utilidad

Si ha sido de utilidad, explique en qué forma \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Encontró Ud. dificultades para aplicar en su trabajo lo que aprendió durante el adiestramiento?

- ☐ Sí, mucho.  
☐ Sí, un poco.  
☐ No encontré dificultades

3. Cómo considera Ud. su rendimiento en el trabajo después de concluir el curso patrocinado por el DETRA?

- ☐ Excelente (90%>)  
☐ Muy Bien (80 a 90%)  
☐ Bien (70 a 80%)  
☐ Regular (60 a 70%)  
☐ Insatisfactorio (< 50%)



4. Piensa Ud. que está aportando más a su institución debido al entrenamiento?

☐ Sí  
☐ No

Por favor, explique su respuesta \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Cuáles son los factores más importantes que impiden mayor aplicación de los conocimientos adquiridos durante el entrenamiento? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. De los conocimientos adquiridos, qué porcentaje considera Ud. que está aplicando?

☐ 10%  
☐ 30%  
☐ 50%  
☐ 80%  
☐ 100%

7. Cuánto tiempo (meses) piensa Ud. que tomará a su institución patrocinadora para recuperar su inversión? \_\_\_\_\_

8. Si ha cambiado de trabajo, cuánto tiempo (meses) piensa Ud. que le habría tomado a su empresa patrocinadora recuperar su inversión? \_\_\_\_\_

9. Puede Ud. indicar algunos cambios específicos hechos en la institución para la cual trabaja actualmente resultantes de su entrenamiento?

☐ Sí  
☐ No

En caso afirmativo, explique su respuesta \_\_\_\_\_

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10. En caso afirmativo, qué nivel de impacto favorable piensa Ud. que han tenido sobre la eficacia de la institución?

- ☐ Mucho  
☐ Algo  
☐ Ninguno  
☐ No sabe

Favor de explicar su respuesta \_\_\_\_\_

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11. Con respecto al programa que Ud. cursó, ha usado Ud. el contenido para hacer cambios en su empresa?

- ☐ Sí  
☐ No

Favor de explicar su respuesta \_\_\_\_\_

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12. Cuáles de los siguientes beneficios directos, Ud. adquirió al término del curso?

- ☐ Promoción a un puesto de mayor importancia  
☐ Mejoría de salario  
☐ Mejoría en el desempeño de mi trabajo  
☐ Mejor posibilidad de continuar perfeccionándome

13. Considera Ud. que en su actual nivel de desempeño en el trabajo que realiza, influye lo que aprendió en el curso patrocinado por DETRA?

Sí No

- — Adquirí procedimientos lógicos en la ejecución de las tareas relacionadas con mi trabajo
- — Adquirí habilidades para realizar mi trabajo con precisión
- — Adquirí habilidades para realizar trabajos en grupo
- — Adquirí nuevos conocimientos que me permiten realizar mi trabajo más eficientemente
- — Después del adiestramiento, mi productividad ha mejorado considerablemente
- — Después del adiestramiento, me siento más capaz de participar en el proceso de toma de decisión de mi institución

Sumario de la evaluación personal:

14. Cómo considera Ud. todo el tiempo, energía y dedicación invertido durante el curso de adiestramiento?

- No vale la pena (una pérdida de tiempo)
- Fue válido en pocos aspectos (casi un fracaso)
- Aplico algo de lo que aprendí (fue razonable)
- Fue válido en varios aspectos (fue bueno)
- Fue muy importante para mí (fue un éxito)

## Cuestionario para el Supervisor del Ex-Becario: CNHE

## I. Datos Generales

1. Nombre del ex-becario \_\_\_\_\_
2. Tipo de programa en que participó el ex-becario  
☐ Post-grado a largo plazo  
☐ Corto plazo (U.S.)  
☐ Corto plazo (D.R.)
3. Nombre del entrevistado (supervisor): \_\_\_\_\_
4. Puesto del entrevistado: \_\_\_\_\_
5. Nombre de la Empresa: \_\_\_\_\_
6. Categoría de empresa a la que pertenece:  
☐ -- Empresa privada  
☐ -- Organización gubernamental  
☐ -- Organización no gubernamental
7. Tamaño de la empresa en términos monetarios (RDS):  
☐ <500,000  
☐ 500,000 a 1,500,000  
☐ 1,500,000 a 5,000,000  
☐ >5,000,000
- 8.Cuál es la actividad a la que Ud. se dedica? \_\_\_\_\_  
\_\_\_\_\_
9. Su firma patrocinó al ex-becario?  
☐ Sí  
☐ No
10. En caso afirmativo, quién en la empresa preparó el plan de  
entrenamiento original referente al ex-becario: \_\_\_\_\_

## II. Impacto del Entrenamiento

1. Con respecto al desempeño de su trabajo actual, en su opinión, el entrenamiento recibido por el ex-becario a través del DETRA ha sido:

☐ De mucha utilidad  
☐ De alguna utilidad  
☐ De poca utilidad  
☐ Sin utilidad

Si útil, en qué aspectos ha sido de utilidad para su empresa?

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Si poca o no utilidad, por qué? \_\_\_\_\_

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2. Piensa Ud. que el ex-becario está aportando más a su empresa debido al entrenamiento?

☐ Sí  
☐ No

Favor de explicar su respuesta \_\_\_\_\_

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3. Cuáles son los factores más importantes que impiden una mayor aplicación de los conocimientos adquiridos por el ex-becario durante su entrenamiento? \_\_\_\_\_

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4. De los conocimientos adquiridos, qué porcentaje considera Ud. que el ex-becario está aplicando en su trabajo?

- ☐ 10%  
☐ 30%  
☐ 50%  
☐ 80%  
☐ 100%  
☐ No sabe

5. En caso de ser la firma que patrocinó la beca, cuánto tiempo (meses) piensa que se necesita para que su empresa recupere su inversión en el ex-becario? \_\_\_\_\_

6. Puede Ud. indicar algunos cambios específicos hechos en su empresa que resultaron del entrenamiento recibido por el ex-becario?

- ☐ Sí  
☐ No

En caso afirmativo, explique su respuesta \_\_\_\_\_

En caso afirmativo, piensa Ud. que los cambios han tenido un impacto favorable sobre:

Exportaciones por la empresa? Sí ☐ No ☐ N/S ☐  
 Productividad de la empresa? Sí ☐ No ☐ N/S ☐  
 Diversificación de la empresa? Sí ☐ No ☐ N/S ☐  
 Ganancias de la empresa? Sí ☐ No ☐ N/S ☐  
 Eficiencia de la empresa? Sí ☐ No ☐ N/S ☐

Favor de explicar su respuesta \_\_\_\_\_

7. Basado en las exportaciones, piensa Ud. que su empresa exporta más ahora que antes del entrenamiento?

- ☐ Sí  
☐ No

8. En caso afirmativo, piensa Ud. que parte de la diferencia puede atribuirse al entrenamiento recibido?

☐ Sí

☐ No

9. Estaría Ud. dispuesto incentivar sus empleados a participar en este tipo de programa en el futuro?

☐ Sí

☐ No

☐ No sabe

## Cuestionario para el Supervisor del Ex-Becario: FUNDAPEC

## I. Datos Generales

1. Nombre del ex becario \_\_\_\_\_
2. Tipo de programa en que participo el ex becario  
☐ pos-grado a largo plazo  
☐ corto plazo (U.S.)  
☐ corto plazo (D.R.)
3. Nombre del entrevistado (supervisor): \_\_\_\_\_
4. Puesto del entrevistado: \_\_\_\_\_
5. Nombre de la Institucion: \_\_\_\_\_
6. Tamano de la institucion en terminos presupuestarios:  
☐ <\$500,000  
☐ de\$500,000 a \$1,500,000  
☐ de \$1,500,000 a 5,000,000  
☐ >\$5,000,000
7. Qual es la actividad a la que Ud. se dedica? \_\_\_\_\_  
\_\_\_\_\_
8. Su insticution de empleo actual patrocino al ex becario?  
☐ Si  
☐ No
9. En caso si, persona en la institucion que preparo el Plan de Entrenamiento original referente al becario: \_\_\_\_\_

## II. Impacto del Entrenamiento

1. Con respecto al desempeno de su trabajo actual, en su opinion, el entrenamiento recibido por el ex-becario a travez del DETRA ha sido:  
☐ De mucha utilidad  
☐ De algo util  
☐ De poca utilidad  
☐ Sin utilidad



Como ha sido de utilidad para su institucion? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Ud. piensa que el el-becario esta aportando mas a su institucion debido al entrenamiento?

☐ Si  
☐ No

Favor de explicar su respuesta \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Cuales son los factores mas importantes que impeden mayor aplicacion de los conocimientos adquiridos por el ex-becario durante su entrenamiento? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. De los conocimientos adquiridos, que porcentaje considera Ud. que el ex-becario esta aplicando en su trabajo?

☐ 10%  
☐ 30%  
☐ 50%  
☐ 80%  
☐ 100%

5. En caso de ser la institucion que patrocino la beca, cuanto tiempo (meses) piensa que llevaria (llevo) para que su institucion recupere su inversion en el ex-becario? \_\_\_\_\_

6. Ud. puede indicar algunos cambio expecificos hechos en su empresa que resultaron del entrenamiento recibido por el ex becario?

☐ Si  
☐ No

En caso si, explique su respuesta \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

En caso si, piensa Ud. que los cambios han tenido un impacto favorable sobre:

la eficiencia de la institucion? Si \_\_\_\_ No \_\_\_\_ NSA \_\_\_\_  
la efectividad de la institucion? Si \_\_\_\_ No \_\_\_\_ NSA \_\_\_\_  
la productividad de la institucion? Si \_\_\_\_ No \_\_\_\_ NSA \_\_\_\_

Favor de explicar su respuesta \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ud. estaria dispuesto encorajar sus empleados a participar en este tipo de programa en el futuro?

\_\_\_\_ Si  
\_\_\_\_ No  
\_\_\_\_ No sabe